PSCI 2400W – Political Economy of Corruption

Vanderbilt University
Fall 2021

Instructor:	Guillermo Toral (he/him/his)	**Meeting time:**	Tues & Thurs 3.55 – 5.10pm
Email:	guillermo.toral@vanderbilt.edu	**Room:**	Commons Center 320
Office:	Commons Center 359	**Course page:**	Brightspace link
Office hours:	By appointment		

1   Course description

Corruption is often seen as a major problem for economic and human development around the world. To fight it, states and international organizations have issued laws and conventions, established specialized agencies, and invested billions of dollars. At the same time, corruption scandals seem to be ubiquitous, and have become a real threat for the survival of elected leaders. In the past few years, the head of government of countries as diverse as South Korea, Brazil, Spain, South Africa, Pakistan, and Peru (among others) have been toppled before the end of their mandates in the middle of corruption scandals. Non-democratic regimes like China and Saudi Arabia recently launched wide anti-corruption crackdowns that purged part of the state elite. Corruption seems to be everywhere, and to have far-reaching consequences. Yet, day-to-day discussions about it are often fraught with ambiguity, bitterness, and a sense of helplessness. How can we make sense of corruption, and if not eliminate it at least limit it?

This class takes students through an exploration of the political, economic, and cultural dimensions of corruption in the public sector. We will read academic research from political science, economics, and anthropology, and examine contemporary and historical cases of corruption from around the world. Building on these sources, we will tackle a number of fundamental questions. How can we define and measure corruption? How does corruption relate to economic, social, and political development? How does corruption manifest itself in different areas of the public sector? How can we design effective anti-corruption strategies?

Through an examination of corruption, this class will build students' ability to leverage the concepts, theories, and methods of the social sciences to think through complex social problems and to propose sound policy solutions for them. The skills we build in this class will be useful for those seeking careers in sectors where analyzing complex social problems and devising solutions for them is valuable, be it in business, government, international organizations, or research. The sections below detail the course's learning objectives, expectations, schedule and readings, additional resources on corruption, and campus resources.

2   Learning objectives

By the end of the semester, students should be able to:

1. Reflect about different definitions and dimensions of corruption, and discuss some of its causes and consequences.

2. Apply key concepts and theories of political science and economics to debates about the political economy of corruption.

3. Productively participate in discussions about corruption and related social problems, with respect for others, ability to engage with different points of view, and synthesis capacity.

4. Analyze the merits of academic and policy arguments about corruption, and offer reasoned and constructive critiques thereof.

5. Propose evidence-based policy solutions to anti-corruption problems.

3   Course expectations

3.1   Prerequisites

This class assumes that students have some prior exposure to political science. In particular, students are expected to have taken or be taking PSCI 1100, 1101, 1102, 1103, or 1150. Students who have not taken any political science class before should get in touch with me.

3.2   Requirements

Attendance and participation (17%). Students are expected to attend all sessions and actively participate in the discussions and activities therein. In-class discussions and activities are designed to help students assimilate key concepts, connect ideas, and build their ability to critically engage with arguments and evidence about social phenomena. In so doing, attendance and participation will help students achieve all learning objectives (starting with learning objective 3). Actively and productively participating in group discussions and activities requires doing the readings before class. Absences will negatively affect students' grades unless they are due to extenuating circumstances (which must be adequately documented by email).

Quizzes (18%). Throughout the semester there will be thirteen short quizzes done during class time (i.e., one quiz every week except the first and the last week of the semester). Quizzes will focus on the readings for the week. I will drop the lowest quiz grade of each student, and the remaining 12 quiz grades will each be worth 1.5% of the final grade. Quizzes are intended as an incentive for students to do the required readings attentively and critically before class, and to help them achieve learning objectives 2 and 4. Doing the required readings before class, critically reflecting on them, and thinking about how the readings relate to the key concepts and theories that we discuss in class should be sufficient preparation for these quizzes. Students cannot consult the readings themselves or any online resources while taking a quiz, but they may consult their own notes about the readings, either handwritten or printed. If a student misses a session in which a quiz is administered there will be no opportunity to retake it. If it is due to extenuating circumstances (which must be documented by email), that quiz grade will not be taken into account and thus the weight of the remaining quizzes in the final grade will increase.

Take-home exercises (15%). Throughout the semester there will be three graded exercises (each worth 5% of the grade) where students will be required to apply the concepts and theories covered in class to the analysis of a particular case. Exercises are designed to help students develop skills for their own final project, and to help them achieve learning objectives 2, 4 and 5. Each of these exercises will follow from in-class discussions or activities, but will require students to work individually at home.

Research project (50%). Students are expected to work in an individual research project, which they will develop throughout the semester. Students will work on an academic or policy research question that they will choose based on their own interests but in consultation me. The final deliverable is a paper that, leveraging the concepts and theories we will cover throughout the semester, defends an argument about corruption and/or anti-corruption. Research projects will help students achieve learning objectives 2 and 5. The final paper should have between 18 and 20 pages of text using 12-point font, 1.5-point line spacing, and 1-inch margins.

Tables, graphs, and/or diagrams can be included in an appendix (with no page limit) to support the student's argument. Three intermediate deliverables will help students make progress towards their final paper: (i) a one-page list of 2-5 ideas for potential research projects students would like to work on, (ii) a two-page memo developing one of those ideas chosen in consultation with me, and (iii) a draft paper. Students will receive written feedback from me on each intermediate deliverable, as well as written and oral feedback from a peer on their draft paper. In addition, students are welcome to email me questions and/or to come to office hours as necessary throughout their research journey.

   More details and guidelines for the take-home exercises and the project deliverables will be made available on Brightspace.

3.3   Readings

Rather than follow a textbook, in this class we will be reading academic papers and chapters from political science, economics, and anthropology, as well as a few policy reports. These readings use a variety of methodological approaches to study corruption – from experiments to ethnography. While I do not expect students to have a background in social science methods, I do expect them to make an effort to read and engage with the papers even when they leverage methods students are unfamiliar with. Through in-class activities and workshops we will build students' ability to read social science research, to understand the basics of major methodological approaches to the social world, and to engage critically with scholarly arguments.

   All required readings (listed in 4) will be available on Brightspace. I expect students to do all required readings before class, paying close attention to the authors' argument, their evidence, and the consistency between the two. I encourage students to take notes before class on each piece's argument and evidence, on potential weak points, on how a reading speaks to or contradicts other pieces or theories we see throughout the semester, as well as any questions that emerge in the process. Critical reading of the texts helps students boost their grades in every component of the course (participation, quizzes, exercises, and research project).

   Optional readings are listed for those who want to go deeper in particular topics of interest, and as useful starting points for the research required for the research project. Additional scholarly works on corruption can easily be found and downloaded through Google Scholar (within the Vanderbilt network) or obtained from the Library. Students are not required to purchase any books for this course, but in 5.2 below I list a few recent textbooks on corruption that students can use to complement their readings and to do further research throughout the semester.

3.4   Writing and in-class workshops

This course is a writing seminar and is designed to provide students with tools and opportunities for students to improve their writing through reflection, feedback, and practice. Through in-class activities and workshops we will build students' ability to build and develop their own argument, to refine their writing, and to incorporate feedback. In that process, students are encouraged to check and use the resources of Vanderbilt's Writing Studio. Other in-class workshops will help students hone their skills for consuming academic research and for analyzing public policies.

3.5   Grading

Grading scale. Assignments will be graded in a 0-100 scale. Students who do not submit a given assignment will receive a 0 for it. Final numeric grades will be calculated through a simple weighted average, using the weights detailed in 3.2. Final numeric grades will be transformed to letter grades using the following system: 94

or above → A; 90 to 93.99 → A-; 87 to 89.99 → B+; 83 to 86.99 → B; 80 to 82.99 → B-; 77 to 79,99 → C+; 73 to 76.99 → C; 70 to 72.99 → C-; 67 to 69.99 → D+; 63 to 66.99 → D; 60 to 62.99 → D-; 59.99 or below → F.

Late submission policy. Assignments submitted after the deadline (even if by a few minutes) will incur in an automatic penalty. 10 points will be deducted if the delay is shorter than 24 hours, 20 if it is between 24 and 48 hours, and so on. Students who submit any assignment late due to extenuating circumstances may send me an email, with documentation for the delay's motives, to request a penalty waiver.

Grade revisions. If a student is unhappy with their grade on an assignment, they should feel free to email me or come to office hours. I am happy to explain the grade and suggest ways to get a better grade next time around. Students may also request a review of any graded assignment. To do so, they must send me an email with a reasoned argument to motivate the request no later than 3 days after the assignment has been returned. I will examine the argument and determine whether the grade should be revised. As a result of the review, the grade may be raised, lowered, or left unchanged. Any revised grades will be final.

3.6   Important dates

These are the course's most important dates and deadlines. All hours are in Nashville time (CT).

Project deliverable 1 (ideas) due . . . . September 13, 11.59pm
Exercise 1 (stakeholder analysis) due . . . . September 20, 11.59pm
Project deliverable 2 (memo) due . . . . October 4, 11.59pm
Exercise 2 (theory of change) due . . . . October 11, 11.59pm
Project deliverable 3 (draft paper) due . . . . November 10, 11.59pm
Exercise 3 (peer review comments) due . . . . November 17, 11.59pm
Final paper due . . . . December 14, 11.59pm

3.7   Technology in the classroom

Quizzes will be done online, so in order to take them students must come to class with a wifi-enabled device (cellphones are fine, since quizzes will be short). For the remaining of the sessions I expect students not to use electronic devices unless it's strictly necessary. Abundant research has shown that students who use laptops during class get lower grades, and that even when laptops are used exclusively to take notes they are detrimental to learning when compared to taking notes by hand. Students who have special needs requiring them to use electronic devices to take notes should get in touch with me.

3.8   Academic integrity

Students are expected to have read and agreed to Vanderbilt University's Honor System. In all written assignments, students must use standard citation practices in the social sciences and properly cite any books, articles, or other resources used in their argument (including websites). Any case of plagiarism, cheating, or other forms of academic dishonesty would be taken very seriously, in agreement with Vanderbilt policy. Consequences of academic dishonesty can include a 0 grade in the assignment, failure of the course, or disciplinary action.

3.9   Diversity and inclusion

I am committed to making this course a safe and productive learning environment for all students, regardless of gender, race, ethnicity, country of origin, sexual orientation, gender identity, abilities, or religion. I see people's

diverse backgrounds and worldviews not merely as differences to tolerate but as valuable assets to recognize and celebrate. When in the classroom, I expect students to treat each other with kindness, openness, and respect.

Any student who feels they need an accommodation based on the impact of a disability should email me as soon as possible to discuss their needs. We will work with Vanderbilt's Student Access Services to accommodate their needs.

3.10 One-on-one support

Students are welcome to meet with me to discuss any questions or concerns they may have. I hold office hours Tuesdays and Thursdays after class (from 5.10 to 6.10pm) in person at my office (Commons 359) or over Zoom. To sign up, go to https://calendly.com/guillermo-toral/office-hours and choose a 20-minute slot. If you can't make it in any of the available slots, or if you want us to meet for a longer time, please e-mail me and we will set up an alternative time to meet. Students are also welcome to email me with any questions or concerns. I typically respond within 48 hours.

3.11 Brightspace and syllabus

The course's Brightspace page is https://brightspace.vanderbilt.edu/d2l/home/330126. I will post readings, slides, assignments, grades, and announcements on Brightspace, in alignment with this syllabus. All assignments will be submitted through Brightspace. This syllabus remains the main guiding document for the class. I reserve the right to amend the syllabus throughout the semester, but I will alert students of any changes should they be necessary. This version of the syllabus is dated August 26, 2021.

4 Course schedule and readings

The course is organized around weekly themes, which we will explore through readings, in-class discussions and activities, and a variety of assignments. Weekly themes are, in turn, organized in blocks:

- First, a block of 2 weeks focused on the conceptualization and measurement of corruption. We will consider different ways of thinking about and measuring corruption, and investigate their implications for the study as well as the control of corruption.

- Second, we will spend 3 weeks examining the three main *Approaches* to corruption. We will look at corruption from the lenses of economics, institutions, and culture, and examine how the concepts and theories of these three perspectives help us understand (and fight) corruption.

- Next, we will do a block of 4 weeks centered on some of the most important *Arenas* of corruption in the public sector, namely public service delivery, public procurement, public employment, and elections and legislatures. We will examine how corruption plays out in different areas of government activity, and the promises and pitfalls of policies designed to counter corruption in these areas specifically.

- The last four weeks of the semester will be dedicated to major *Answers* to corruption, or public policy anti-corruption strategies that are commonly leveraged across sectors of government activity. For each of these four *Answers* (transparency and technology; sanctions and selection at the polls; citizen participation and civil society; and auditors, judges, and prosecutors) we will dissect their rationale and consider how the political, economic, cultural, and organizational context matters for their success.

4.1 Introductions (August 26)

In this session we will mostly do introductions – of each other and of the course.

No required readings

4.2 Conceptualizing corruption (August 31 & September 2)

Workshop: *How to read a regression table*

Required readings:
- Scott, James C. *Comparative political corruption*. Prentice Hall, 1972. Pages viii-ix, 2-8.

- Ang, Yuen Yuen. *China's gilded age: The paradox of economic boom and vast corruption.* Cambridge University Press, 2020. Chapter 1.

Suggested readings:
- Bussell, Jennifer. "Typologies of corruption: A pragmatic approach." Chapter 1 in Rose-Ackerman, Susan, and Paul Lagunes, eds. *Greed, corruption, and the modern state: Essays in political economy*. Edward Elgar Publishing, 2015.

- Warren, Mark E. "Political corruption as duplicitous exclusion." *PS: Political Science and Politics* 39.4 (2006): 803-807.

- Heidenheimer, Arnold J., and Michael Johnston, eds. *Political corruption: Concepts and contexts*. Third edition, Transaction Publishers, 2002. Chapters 2 and 3.

- Karklins, Rasma. "Typology of post-communist corruption." Problems of post-communism 49.4 (2002): 22-32.

4.3 Measurements and patterns of corruption (September 7 & 9)

Workshop: *How to read an academic paper*

Required readings:
- Svensson, Jakob. "Eight questions about corruption." *Journal of Economic Perspectives* 19.3 (2005): 19-42.

- Olken, Benjamin A. "Corruption perceptions vs. corruption reality." *Journal of Public Economics* 93.7-8 (2009): 950-964.

Suggested readings:
- Heywood, Paul M. "Measuring Corruption: perspectives, critiques, and limits." Chapter 10 in Heywood, Paul M., ed. *Routledge handbook of political corruption*. Routledge, 2014.

- Razafindrakoto, Mireille, and François Roubaud. "Are international databases on corruption reliable? A comparison of expert opinion surveys and household surveys in sub-Saharan Africa." *World Development* 38.8 (2010): 1057-1069.

- Seligson, Mitchell A. "The measurement and impact of corruption victimization: Survey evidence from Latin America." World Development 34.2 (2006): 381-404.

- Transparency International. 2020. *Corruption perceptions index 2019*.

4.4   Approaches to corruption I: Economics (September 14 & 16)

Assignment due: Project deliverable 1 (ideas)

Workshop: *How to do a stakeholder analysis*

Required readings:

- Bardhan, Pranab. "The economist's approach to the problem of corruption." *World Development* 34.2 (2006): 341-348.

- Banerjee, Abhijit V., Esther Duflo, and Rachel Glennerster, 2008. "Putting a Band-Aid on a Corpse: Incentives for Nurses in the Indian Public Health Care System." *Journal of the European Economic Association*, 6(2-3): 487-500.

Suggested readings:

- Kang, David C. "Transaction costs and crony capitalism in East Asia." *Comparative Politics* (2003): 439-458.

- Olken, Benjamin A., and Rohini Pande. "Corruption in developing countries." *Annual Review of Economics* 4.1 (2012): 479-509.

- Banerjee, Abhijit V. "A theory of misgovernance." *The Quarterly Journal of Economics* 112.4 (1997): 1289-1332.

- Persson, Anna, Bo Rothstein, and Jan Teorell. "Why anticorruption reforms fail: Systemic corruption as a collective action problem." *Governance* 26.3 (2013): 449-471.

- McMillan, John, and Pablo Zoido. "How to subvert democracy: Montesinos in Peru." *Journal of Economic Perspectives* 18.4 (2004): 69-92.

4.5   Approaches to corruption II: Institutions (September 21 & 23)

Assignment due: Exercise 1 (Stakeholder analysis)

Workshop: *How to critique an academic paper*

Required readings

- Johnston, Michael. *Syndromes of corruption: wealth, power, and democracy.* Cambridge University Press, 2005. Chapter 3.

- Dahlström, Carl, Victor Lapuente, and Jan Teorell. "The merit of meritocratization: Politics, bureaucracy, and the institutional deterrents of corruption." *Political Research Quarterly* 65.3 (2012): 656-668.

Suggested readings

- Della Porta, Donatella, and Alberto Vannucci. *The hidden order of corruption: An institutional approach.* Routledge, 2016. Chapter 2.

- Treisman, Daniel. "What have we learned about the causes of corruption from ten years of cross-national empirical research?" *Annual Review of Political Science* 10 (2007): 211-244.

- Jana Kunicova and Susan Rose-Ackerman, "Electoral Rules and Constitutional Structures as Constraints on Corruption." *British Journal of Political Science* 35 (2005)

- Gingerich, Daniel W. *Political institutions and party-directed corruption in South America: Stealing for the team.* Cambridge University Press, 2013. Chapter 1.

- Carothers, Christopher. "Taking Authoritarian Anti-Corruption Reform Seriously." Forthcoming in *Perspectives on Politics*.

4.6   Approaches to corruption III: Culture (September 28 & 30)

Workshop: *How to develop and present an argument*

Required readings:

- Olivier De Sardan, Jean-Pierre. "A moral economy of corruption in Africa?" *Journal of Modern African Studies* (1999): 25-52.

- Gupta, Akhil. "Blurred boundaries: The discourse of corruption, the culture of politics, and the imagined state." *American Ethnologist* 22.2 (1995): 375-402.

Suggested readings:

- Fisman, Ray and Edward Miguel. "Nature or Nurture? Understanding the Culture of Corruption". Chapter 4 in Fisman, Ray, and Edward Miguel. *Economic gangsters: Corruption, violence, and the poverty of nations.* Princeton University Press, 2010.

- Barr, Abigail, and Danila Serra. "Corruption and culture: An experimental analysis." *Journal of Public Economics* 94.11-12 (2010): 862-869.

- Rothstein, Bo, and Davide Torsello. "Bribery in preindustrial societies: Understanding the universalism-particularism puzzle." *Journal of Anthropological Research* 70.2 (2014): 263-284.

- Hira, Anil. "Broken windows: Why culture matters in corruption reform." *Journal of Developing Societies* 32.1 (2016): 1-16.

4.7   Arenas of corruption I: Public procurement (October 5 & 7)

Assignment due: Project deliverable 2 (memo)

Workshop: *How to do (and leverage) a theory of change*

Required readings:

- Dahlström, Carl, Mihály Fazekas, and David E. Lewis. "Partisan Procurement: Contracting with the United States Federal Government, 2003–2015." *American Journal of Political Science* 65.3 (2021): 652-669.

- Lewis-Faupel, Sean, Yusuf Neggers, Benjamin A. Olken, and Rohini Pande. "Can electronic procurement improve infrastructure provision? Evidence from public works in India and Indonesia." *American Economic Journal: Economic Policy* 8.3 (2016): 258-83.

Suggested readings:

- OECD. *Preventing corruption in public procurement.* (2016).

- Bandiera, Oriana, Andrea Prat, and Tommaso Valletti. "Active and passive waste in government spending: Evidence from a policy experiment." *American Economic Review* 99.4 (2009): 1278-1308 (skip sections II and III, i.e. the formal models) [22 pages]

- Blundo, Giorgio. "An ordered corruption? The social world of public procurement." Chapter 7 in Blundo, Giorgio, Jean-Pierre Olivier de-Sardan, N. Bako Arifari, and M. Tidjani Alou. *Everyday corruption and the state: Citizens and public officials in Africa.* Zed Books Ltd., 2013.

- Charron, Nicholas, Carl Dahlström, Mihaly Fazekas, and Victor Lapuente (2017). "Careers, Connections, and Corruption Risks: Investigating the impact of bureaucratic meritocracy on public procurement processes." *The Journal of Politics*, 79(1), 89-104.

- Di Tella, Rafael, and Ernesto Schargrodsky. "The role of wages and auditing during a crackdown on corruption in the city of Buenos Aires." *The Journal of Law and Economics* 46.1 (2003): 269-292.

4.8   Arenas of corruption II: Public service delivery (October 12)

There is no class on October 14 (fall break)

Assignment due: Exercise 2 (Theory of change)

Required readings:

- Funk, Kendall D., and Erica Owen. "Consequences of an Anti-Corruption Experiment for Local Government Performance in Brazil." *Journal of Policy Analysis and Management* 39.2 (2020): 444-468.

- World Bank. *Enhancing government effectiveness and transparency: The fight against corruption* (2020). Chapter 5.

Suggested readings:

- Fried, Brian J., Paul Lagunes, and Atheendar Venkataramani. "Corruption and inequality at the crossroad: A multimethod study of bribery and discrimination in Latin America." *Latin American Research Review* (2010): 76-97.

- Bertrand, Marianne, et al. "Obtaining a driver's license in India: an experimental approach to studying corruption." *The Quarterly Journal of Economics* 122.4 (2007): 1639-1676.

- Stokes, Susan C., Thad Dunning, Marcelo Nazareno, and Valeria Brusco. *Brokers, voters, and clientelism: The puzzle of distributive politics.* Cambridge University Press, 2013.Chapter 1.

- Auyero, Javier. "The logic of clientelism in Argentina: An ethnographic account." Latin American research review (2000): 55-81.

- Gans-Morse, J., Borges, M., Makarin, A., Mannah-Blankson, T., Nickow, A., & Zhang, D. (2018). "Reducing bureaucratic corruption: Interdisciplinary perspectives on what works." *World Development*, 105, 171-188.

4.9   Arenas of corruption III: Public employment (October 19 & 21)

Workshop: *Mid-semester course evaluation* (hosted by the Center for Teaching)

Required readings:

- Colonnelli, Emanuele, Mounu Prem, and Edoardo Teso. "Patronage and selection in public sector organizations." *American Economic Review* 110.10 (2020): 3071-99.

- Hassan, Mai. "The strategic shuffle: Ethnic geography, the internal security apparatus, and elections in Kenya." *American Journal of Political Science* 61.2 (2017): 382-395.

Suggested readings

- Grindle, Merilee. 2012. *Jobs for the Boys: Patronage and the State in Comparative Perspective*. Cambridge: Harvard University Press. Introduction.

- Sorauf, Frank J. "The silent revolution in patronage." *Public Administration Review* (1960): 28-34. [7 pages]

- Guardado, Jenny. "Office-selling, corruption, and long-term development in Peru." *American Political Science Review* 112.4 (2018): 971-995.

- Wade, Robert. "The market for public office: Why the Indian state is not better at development." *World Development* 13.4 (1985): 467-497.

- Geddes, Barbara. "A game theoretic model of reform in Latin American democracies." *The American Political Science Review* (1991): 371-392.

4.10   Arenas of corruption IV: Elections and legislatures (October 26 & 28)

Workshop: *How to infer causality in policy, politics, and beyond*

Required readings:

- Ofosu, George Kwaku. "Do fairer elections increase the responsiveness of politicians?" *American Political Science Review* 113.4 (2019): 963-979.

- Kalla, Joshua L., and David E. Broockman. "Campaign contributions facilitate access to congressional officials: A randomized field experiment." *American Journal of Political Science* 60.3 (2016): 545-558.

Suggested readings

- Gans-Morse, Jordan, Sebastian Mazzuca, and Simeon Nichter. "Varieties of clientelism: Machine politics during elections." *American Journal of Political Science* 58.2 (2014): 415-432.

- Asunka, Joseph, Sarah Brierley, Miriam Golden, Eric Kramon, and George Ofosu (2019). "Electoral fraud or violence: The effect of observers on party manipulation strategies." *British Journal of Political Science*, 49(1), 129-151.

- Hidalgo, F. Daniel, and Simeon Nichter. "Voter buying: Shaping the electorate through clientelism." *American Journal of Political Science* 60.2 (2016): 436-455.

- Callen, Michael, and James D. Long. "Institutional corruption and election fraud: Evidence from a field experiment in Afghanistan." *American Economic Review* 105.1 (2015): 354-81.

- Bertrand, Marianne, Matilde Bombardini, and Francesco Trebbi. "Is it whom you know or what you know? An empirical assessment of the lobbying process." *American Economic Review* 104.12 (2014): 3885-3920.

4.11   Answers to corruption I: Transparency and technology (November 2 & 4)

Workshop: *How to revise a paper* (hosted by the Writing Studio)

Required readings

- Wood, Abby K. and Christian R. Grose. "Campaign Finance Transparency Affects Legislators' Election Outcomes and Behavior." *American Journal of Political Science*, forthcoming.

- Global Integrity and Transparency & Accountability Initiative. 2021. "Data use in context: Opportunities and challenges for the use of data for accountability in Nigeria."

Suggested readings

- Reinikka, Ritva, and Jakob Svensson. "Fighting corruption to improve schooling: Evidence from a newspaper campaign in Uganda." *Journal of the European Economic Association* 3.2-3 (2005): 259-267.

- Kosack, Stephen, and Archon Fung. "Does transparency improve governance?" *Annual Review of Political Science* 17 (2014): 65-87.

- Bussell, Jennifer. *Corruption and reform in India: Public services in the digital age.* Cambridge University Press, 2012. Chapter 1.

- Balán, Manuel. "Competition by denunciation: The political dynamics of corruption scandals in Argentina and Chile." *Comparative Politics* 43.4 (2011): 459-478.

- Muralidharan, Karthik, Paul Niehaus, and Sandip Sukhtankar. "Building state capacity: Evidence from biometric smartcards in India." *American Economic Review* 106.10 (2016): 2895-2929.

4.12   Answers to corruption II: Sanctions and selection at the polls (November 9 & 11)

Assignment due: Project deliverable 3 (draft paper)

Workshop: *How to use and cite others' research*

Required readings:

- Weitz-Shapiro, Rebecca, and Matthew S. Winters. "Can citizens discern? Information credibility, political sophistication, and the punishment of corruption in Brazil." *The Journal of Politics* 79.1 (2017): 60-74.

- Boas, Taylor C., F. Daniel Hidalgo, and Marcus André Melo. "Norms versus action: Why voters fail to sanction malfeasance in Brazil." *American Journal of Political Science* 63.2 (2019): 385-400.

Suggested readings:

- Fernández-Vázquez, Pablo, Pablo Barberá, and Gonzalo Rivero. "Rooting out corruption or rooting for corruption? The heterogeneous electoral consequences of scandals." *Political Science Research and Methods* 4.2 (2016): 379-397.

- Bobonis, Gustavo J., Luis R. Cámara Fuertes, and Rainer Schwabe. "Monitoring corruptible politicians." *American Economic Review* 106.8 (2016): 2371-2405.

- Ferraz, Claudio, and Frederico Finan. "Exposing corrupt politicians: the effects of Brazil's publicly released audits on electoral outcomes." *The Quarterly Journal of Economics* 123.2 (2008): 703-745.

- Chong, Alberto, et al. "Does corruption information inspire the fight or quash the hope? A field experiment in Mexico on voter turnout, choice, and party identification." *The Journal of Politics* 77.1 (2015): 55-71.

- Bauhr, Monika, and Nicholas Charron. "Insider or outsider? Grand corruption and electoral accountability." *Comparative Political Studies* 51.4 (2018): 415-446.

4.13   Answers to corruption III: Citizen participation and civil society (November 16 & 18)

Assignment due: Exercise 3 (peer review comments)

Workshop: *Peer review: Theory and practice*

Required readings:

- Mungiu-Pippidi, Alina. "Controlling corruption through collective action." *Journal of Democracy* 24.1 (2013): 101-115.

- Rothstein, Bo. *Controlling Corruption: The Social Contract Approach.* Oxford University Press, USA, 2021. Chapters 8 and 9.

Suggested readings:

- Johnston, Michael. *Corruption, contention and reform: The power of deep democratization.* Cambridge University Press, 2014. Chapter 2.

- Ang, Yuen Yuen. "Authoritarian restraints on online activism revisited: Why "I-paid-a-bribe" worked in India but failed in China." *Comparative Politics* 47.1 (2014): 21-40.

- Olken, Benjamin A. "Monitoring corruption: Evidence from a field experiment in Indonesia." *Journal of Political Economy* 115.2 (2007): 200-249.

- Klitgaard, Robert E., Ronald MacLean Abaroa, and H. Lindsey Parris. 2000. *Corrupt cities: A practical guide to cure and prevention.* World Bank.

- Transparency International. 2014. "Anti-corruption kit: 15 ideas for young activists."

4.14   Answers to corruption IV: Auditors, judges, and prosecutors (November 30 & December 2)

Workshop: *How to write an abstract or an executive summary*

Required readings:

- Lagunes, Paul. *The Eye and the Whip: Corruption Control in the Americas*. Oxford University Press, 2021. Chapter 1.

- Transparency International. 2007. *Global Corruption Report 2007: Corruption in Judicial Systems*. Chapter 2.

Suggested readings:

- Zamboni, Yves, and Stephan Litschig. "Audit risk and rent extraction: Evidence from a randomized evaluation in Brazil." *Journal of Development Economics* 134 (2018): 133-149.

- Della Porta, Donatella, and Alberto Vannucci. "Corruption and anti-corruption: The political defeat of 'Clean Hands' in Italy." *West European Politics* 30.4 (2007): 830-853.

- Alt, James E., and David Dreyer Lassen. "Enforcement and public corruption: Evidence from the American states." *The Journal of Law, Economics, and Organization* 30.2 (2012): 306-338.

- Avis, Eric, Claudio Ferraz, and Frederico Finan. "Do government audits reduce corruption? Estimating the impacts of exposing corrupt politicians." *Journal of Political Economy* 126.5 (2018): 1912-1964.

- O'Donnell, Guillermo A. "Horizontal accountability in new democracies." *Journal of Democracy* 9.3 (1998): 112-126.

- Li, Li, et al. "Enforcement and political power in anticorruption: Evidence from China." *World Development* 98 (2017): 133-147.

- Van Aaken, Anne, Lars P. Feld, and Stefan Voigt. "Do independent prosecutors deter political corruption? An empirical evaluation across seventy-eight countries." *American Law and Economics Review* 12.1 (2010): 204-244.

4.15   Conclusions (December 7 & 9)

In the final week we will take stock of all the different perspectives and ideas about corruption covered throughout the semester. To do so, we will watch and debate the Romanian, Oscar-nominated documentary Collective, *by Alexander Nanau.*

No required readings

5   Additional resources on corruption

In addition to the required readings detailed above, here I include some additional resources (academic, policy, and fiction) that students may find useful throughout the semester.

5.1   Textbooks

In this class we will not follow a particular textbook and instead read academic papers, policy reports, book chapters, and other materials. That being said, the following textbooks have plenty of good ideas about corruption and anti-corruption efforts which may be useful for complementing the required readings as well as for completing assignments. Online copies of the first two are available through the Library.

- Rose-Ackerman, Susan, and Bonnie J. Palifka. *Corruption and government: Causes, consequences, and reform*. Cambridge University Press, 2016.

- Fisman, Raymond, and Miriam A. Golden. *Corruption: What everyone needs to know.* Oxford University Press, 2017.

- Rothstein, Bo, and Aiysha Varraich. *Making sense of corruption*. Cambridge University Press, 2017.

5.2   Podcasts

Listening to podcasts can be a great way for students to complement their readings and to find inspiration for their research projects. The folllowing two podcasts are particularly thoughtful and stimulating – I recommend students to scroll through their episodes and listen to episodes centered on topics of their interest:

- *Kickback – The Global Anticorruption Podcast*.
- *Power Corrupts*.

5.3   Novels, movies, and TV shows

Fiction can provide useful insights into the dynamics of corruption and anti-corruption efforts. Watching or reading some of these materials may be helpful and interesting. As you read or watch any of these, think about how corruption and anti-corruption are represented, and about how those representations relate to the social and political context of creators.

- *1992* – TV show about the *Mani Pulite* corruption scandal in the Italy of the early 1990s.
- *Conversation in the cathedral* – novel written by Mario Vargas Llosa, set in Peru during the Odría dictatorship in the 1950s.
- *Serpico* – movie directed by Sidney Lumet, about police corruption in New York in the 1960s.
- *The mechanism* – TV show about the *Lava Jato* corruption scandal in Brazil that started in 2014.
- *The wire* – TV show about the interplay of corruption in policing, politics, and bureaucracy, set in Baltimore in the 2000s.

5.4   Key organizations and online resources

Here are (in alphabetical order) some of the leading organizations in the anti-corruption field. Their websites provide useful resources for researchers and policymakers:

- European Research Centre for Anti-Corruption and State building – Berlin-based center publishing data and reports on anti-corruption efforts.
- Global Anti-Corruption Portal – UNDP site with useful resources on the link between corruption and development, organized by country and by sector.
- Global Integrity – global anti-corruption NGO. Their website has dozens of reports on corruption, open government, and public service delivery.
- GRECO – the Council of Europe's Group of States Against Corruption.
- OAS Anti-Corruption Portal – Organization of American States' anti-corruption site, including country reports and best practices.
- OECD Anti-Corruption Hub – Organization for Economic Cooperation and Development anti-corruption page, with useful resources by sector and by country.
- Transparency International – global anti-corruption NGO. Their website has dozens of reports and resources specific to countries and to policy areas.
- UNODC – United Nations' Office on Drugs and Crime, which covers global anti-corruption efforts under the scope of the UN Convention Against Corruption.

6 Campus resources

6.1 Academic writing

Writing is a critical communication skill in almost any job you will have after graduation. Writing well, especially writing well about complex issues like corruption, is by no means an innate skill. It takes reflection, feedback, and practice to become a good writer. This class will provide students with an opportunity to improve their writing through those three channels. Additional support, for those who find it more difficult to write or who simply want to get better at it, can be obtained from Vanderbilt's Writing Studio.

6.2 Mental health

Staying emotionally and mentally healthy is critical for personal, academic, and professional success. The on-going public health, economic and political crises can make this more of a challenge. I encourage students who are struggling with any mental health issues, and/or who want to build their emotional and mental wellbeing to use the relevant resources around campus. The office of Vanderbilt's Dean of Students offers a number of useful resources, including the University Counseling Center and the Center for Student Wellbeing. The Student Care Network is a hub of wellness related services available to all Vanderbilt students.

Any student who is dealing with difficulties that hinder their ability to succeed in this class, especially if feel they need special accommodations, should email me so we can discuss their situation.

6.3 Equity, diversity and inclusion

College is a unique opportunity not only to gain skills and knowledge, but also and critically to gain insight into one's background and identities and how they relate to the identities and backgrounds of others around us. Vanderbilt has a number of centers that can provide useful resources in that journey, including the Office of Diversity, Equity and Inclusion, the Black Cultural Center, the Women's Center, the Office of LGBTQI Life, the Office of the University Chaplain and Religious Life, the International Student and Scholar Services, and the Student Center for Social Justice & Identity.

I am available to discuss matters of equity and diversity and will keep those conversations as confidential as possible. Students should be aware however that all faculty are "mandated reporters" who are legally obligated to report any allegations of sexual misconduct and any suspected discrimination to Vanderbilt's Title IX Coordinator.

6.4 Career guidance

I encourage all students to think hard about what they want to do after graduation and about what they want to do in the long term. Vanderbilt's Career Center offers a number of useful resources, including coaching, ads on job and internship opportunities, and advice for fellowships and graduate schools. I hope that this class will motivate students to take more classes in political science and other social sciences, and to consider careers related to politics and public policy.

I am always happy to meet students to discuss their post-graduation plans, and I can offer first-hand advice on careers in research and in international organizations.