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| <b>DEREE COLLEGE SYLLABUS FOR:</b>                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>SO 3024 CORRUPTION AND ANTI-CORRUPTION</b><br>(same as JS 3024)<br>(Updated Summer I 2021) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>UK LEVEL: 5</b><br><b>UK CREDITS: 15</b><br><b>US CREDITS: 3/0/3</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>PREREQUISITES:</b>                                                                         | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>CATALOG DESCRIPTION:</b>                                                                   | History, concepts and definitions of corruption cross culturally; social causes of corruption and consequences; types of corruption; national and international efforts against corruption; ethics and controversial issues; civil society involvement; cases and best practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>RATIONALE:</b>                                                                             | This course aims to trace the history of corruption, explain its nature, define its concept and understand its causes and consequences in society. Students are exposed to various types of corruption in both the public and private sector, identify ethical issues and “red flags” in a variety of cases, become familiar with national and international anti-corruption efforts and recognize the importance of transparency and accountability. The course is relevant to students in history, philosophy, sociology and business among others.                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>LEARNING OUTCOMES:</b>                                                                     | As a result of taking this course, the student should be able to: <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the concept of corruption, its social causes and consequences and its various manifestations;</li> <li>2. Become familiar with the national and international anti-corruption framework that aims to serve the needs of the local and global community against corruption;</li> <li>3. Identify ethical issues in various contexts;</li> <li>4. Discuss ways of citizens’ involvement in the fight against corruption;</li> <li>5. Design proposals for a sustainable anti-corruption policy.</li> <li>6. Evaluate existing anti-corruption policies.</li> </ol>                                                                                                                                                                                                                                    |
| <b>METHOD OF TEACHING AND LEARNING:</b>                                                       | In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> <li>• Classes consist of lectures, discussions of selected issues, showing of video documentaries and in-class illustrations of various issues.</li> <li>• Office hours: students are encouraged to make full use of the office hours of their lecturer, where they can address issues and ask questions pertinent to the course material.</li> <li>• Videos from the news might serve as the starting point for class discussions.</li> <li>• Use of a blackboard site, where instructors post lecture notes, assignment instructions, timely announcements, as well as additional resources.</li> <li>• Arrangements will be made in order to accommodate/meet with people who are active in the fight against corruption such as high-ranked government officials, inspectors of public</li> </ul> |

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|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------|------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------|-----------|
|                                                                                                                   | administration, compliance officers, policy makers, journalists and members of civil society organizations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                        |           |                                                                        |           |                                                                                                                   |           |
| <b>ASSESSMENT:</b>                                                                                                | <p><b>Summative:</b></p> <table border="1"> <tr> <td><b>Mid-term exam</b> (essay type with choice involved)</td><td><b>40</b></td></tr> <tr> <td><b>Essay:</b> 2,500 word plus or minus 10% [critical, policy-oriented]</td><td><b>50</b></td></tr> </table><br><table border="1"> <tr> <td>Portfolio of written assignments: In class and/or online assignments based on case-studies and/or case-scenarios.</td><td><b>10</b></td></tr> </table><br><p>The <b>mid-term exam</b> tests Learning Outcomes 1, 2 and 3.</p> <p>The <b>essay</b> tests Learning Outcomes 3, 4, 5 and 6.</p> <p>The <b>portfolio of written assignments</b> tests Learning Outcomes 1, 2, 3, 6.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Mid-term exam</b> (essay type with choice involved) | <b>40</b> | <b>Essay:</b> 2,500 word plus or minus 10% [critical, policy-oriented] | <b>50</b> | Portfolio of written assignments: In class and/or online assignments based on case-studies and/or case-scenarios. | <b>10</b> |
| <b>Mid-term exam</b> (essay type with choice involved)                                                            | <b>40</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                        |           |                                                                        |           |                                                                                                                   |           |
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| <b>INDICATIVE READING:</b>                                                                                        | <p><b>REQUIRED READING (selected pages):</b></p> <p>Argandona, A. (2001). <i>Corruption: The Corporate Perspective, Business Ethics: A European Review</i>, 10(2), 163-175.</p> <p>Argandona, A. (2003). Private-to-Private Corruption, <i>Journal of Business Ethics</i>, 47(3), 253-269.</p> <p>Argandona, A. (2005). Corruption and Companies: The Use of Facilitating Payments, <i>Journal of Business Ethics</i>, 60(3), 251-264.</p> <p>Bohnstedt, A. (2011). Investigate without peril: How to Support Investigative Journalism in East Africa, U4 Anti-Corruption Center Brief. Retrieved from: <a href="https://www.u4.no/publications/investigate-without-peril-how-to-support-investigative-journalism-in-east-africa/">https://www.u4.no/publications/investigate-without-peril-how-to-support-investigative-journalism-in-east-africa/</a></p> <p>Brun, J.P. et. Al. (2011). <i>Asset Recovery Handbook</i>, World Bank.</p> <p>International Chamber of Commerce (1977, 1999). <i>Rules of Conduct: Extortion and Bribery in International Business Transactions</i>, Paris: International Chamber of Commerce. Retrieved from <a href="https://iccwbo.org/publication/icc-rules-of-conduct-and-recommendations-to-combat-extortion-and-bribery-2005-edition/">https://iccwbo.org/publication/icc-rules-of-conduct-and-recommendations-to-combat-extortion-and-bribery-2005-edition/</a>.</p> <p>International Chamber of Commerce (2008). <i>Clean Business Is Good Business</i>, Paris: International Chamber of Commerce. Retrieved from <a href="https://d306pr3pise04h.cloudfront.net/docs/news_events%2F8.1%2Fclean_business_is_good_business.pdf">https://d306pr3pise04h.cloudfront.net/docs/news_events%2F8.1%2Fclean_business_is_good_business.pdf</a>.</p> <p>Klitgaard, R. (1988). <i>Controlling Corruption</i>, Berkeley: University of California Press.</p> <p>Marquette H. &amp; Peiffer C. (2015). Corruption and Collective Action, Developmental Leadership Program, DLP Research Paper. Retrieved from</p> |                                                        |           |                                                                        |           |                                                                                                                   |           |

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Mungiu-Pippidi, A. & Dadasov R. (2016). Measuring Control of Corruption by a New Index of Public Integrity, *European Journal on Criminal Policy & Research*, Vol. 22, 4150-438.

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Passas, N., & Vlassis, D. (eds.). (2007). *The United Nations Convention Against Corruption as a Way of Life*, ISPAC.

Persson, A., Rothstein B., Teorell J. (2013). Why Anticorruption Reforms Fail – Systemic Corruption as a Collective Action Problem, *Governance: An International Journal of Policy, Administration, and Institutions*, Vol 26, No. 3, 449-471.

Rose-Ackerman, S. (1996). Democracy and Grand Corruption, *International Social Science Journal*. Sept.1996, Vol. 48(149), 365-380.

Rose-Ackerman, S. (2007). Measuring Private Sector Corruption, U4 Anti-Corruption Center. Retrieved from <https://www.u4.no/publications/measuring-private-sector-corruption.pdf>

Rose-Ackerman, S. (1999, 2016). *Corruption and Government, Causes, Consequences and Reform*, Cambridge, New York, Melbourne, Cape Town, Singapore, São Paulo, Delhi: University Press.

Sousa, L. (2009). Anti-corruption Agencies: Between Empowerment and Irrelevance. *Crime, Law and Social Change*, 53 (1), 5-22.

Tanzi V. (1998). *Corruption Around the World, Causes, Consequences, Scope, and Cures*, 45(4) IMF Staff Papers, Washington DC.

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Transparency International (2013). *Examples of National Anti-Corruption Strategies*. Retrieved from:

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Transparency International (2019). Five Principles for Engaging Citizens in Anti-Corruption Principles. Retrieved from: <https://www.transparency.org/en/publications/five-principles-for-engaging-citizens-in-anti-corruption-mechanisms>.

Wickberg, S. (2013). Best Practices in Engaging Youth in the Fight Against Corruption, U4 Anti-Corruption Resource Centre, Expert Answer. Retrieved from: <https://www.u4.no/publications/best-practices-in-engaging-youth-in-the-fight-against-corruption.pdf>.

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### **RECOMMENDED READING:**

Banfield, E. (1975). Corruption as a Feature of Governmental Organization, *Journal of Law and Economics*, 18(3), 587-605.

Bardhan, P. 1997). Corruption and Development: A Review of Issues, *Journal of Economics Literature*, 35(3), 1320-1346.

Barro, R. (1973). The Control of Politicians: An Economic Model, *Public Choice*, 14(1), 19-42.

Dunfee, T. W., N. Smith C. and Ross W. (1999). Social Contracts and Marketing Ethics, *Journal of Marketing*, 63, 14-32.

Elliott, K. A, (ed.) (1997). *Corruption and the Global Economy*, Institute for International Economics, Washington DC.

Heidenheimer, A. & Johnston M. (eds.). (2006). *Political Corruption: Concepts and Contexts*, Transaction Publishers.

Johnston, M. (1996). The Search for Definitions: The Vitality of Politics and the Issue of Corruption, *International Social Science Journal*, 45(3), 639-58.

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|                                                                                  | <p>Johnston, M. (2005). <i>Syndromes of Corruption</i>, Cambridge University Press.</p> <p>McMullan, M. (1961). A Theory of Corruption, <i>The Sociological Review</i>, 9, 181-200.</p> <p>Meny, Y. (1996). 'Fin de Siecle' Corruption: Change, Crisis, and Shifting Values, <i>International Social Science Journal</i>, 48(149), 309-320.</p> <p>Nye, J. S. (1967). Corruption and Political Development: A Cost-Benefit Analysis, <i>American Political Science Review</i>, 61(2), 417-427.</p> <p>Shleifer, A. &amp; Vishny R. (1993). Corruption, <i>Quarterly Journal of Economics</i>, 108(3), 599-617.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>INDICATIVE MATERIAL:</b><br><i>(e.g. audiovisual, digital material, etc.)</i> | <b>REQUIRED MATERIAL:</b><br>N/A<br><br><b>RECOMMENDED MATERIAL:</b><br>N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>COMMUNICATION REQUIREMENTS:</b>                                               | Verbal skills using academic / professional English.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SOFTWARE REQUIREMENTS:</b>                                                    | Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>WWW RESOURCES:</b>                                                            | <ul style="list-style-type: none"> <li>• United Nations Convention Against Corruption: <a href="https://www.unodc.org/unodc/en/treaties/CAC/">https://www.unodc.org/unodc/en/treaties/CAC/</a></li> <li>• United Nations, Global Compact, Tenth Principle – Anti-Corruption: <a href="https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10">https://www.unglobalcompact.org/what-is-gc/mission/principles/principle-10</a></li> <li>• Council of Europe, Criminal Law Convention On Corruption: <a href="http://conventions.coe.int/Treaty/EN/Treaties/Html/173.htm">http://conventions.coe.int/Treaty/EN/Treaties/Html/173.htm</a></li> <li>• Council of Europe, Civil Law Convention On Corruption: <a href="http://conventions.coe.int/Treaty/EN/Treaties/Html/174.htm">http://conventions.coe.int/Treaty/EN/Treaties/Html/174.htm</a></li> <li>• Group of States against Corruption (GRECO): <a href="http://www.coe.int/t/dghl/monitoring/greco/default_en.asp">http://www.coe.int/t/dghl/monitoring/greco/default_en.asp</a></li> <li>• OECD Convention on Combating Bribery of Foreign Public Officials in International Business Transactions: <a href="http://www.oecd.org/corruption/oecdantibriberyconvention.htm">http://www.oecd.org/corruption/oecdantibriberyconvention.htm</a></li> <li>• Interpol – Anti-Corruption: <a href="http://www.interpol.int/Crime-areas/Corruption/Corruption">http://www.interpol.int/Crime-areas/Corruption/Corruption</a></li> <li>• International Chamber of Commerce, Corporate Responsibility and Anti-Corruption: <a href="http://www.iccwbo.org/advocacy-codes-and-rules/areas-of-work/corporate-responsibility-and-anti-corruption/">http://www.iccwbo.org/advocacy-codes-and-rules/areas-of-work/corporate-responsibility-and-anti-corruption/</a></li> <li>• Transparency International: <a href="https://www.transparency.org/">https://www.transparency.org/</a></li> <li>• Global Integrity: <a href="https://www.globalintegrity.org/">https://www.globalintegrity.org/</a></li> <li>• U4 Anti-Corruption Resource Centre: <a href="http://www.u4.no/">http://www.u4.no/</a></li> <li>• TRACE International: <a href="http://www.traceinternational.org/">http://www.traceinternational.org/</a></li> </ul> |

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|                            | <ul style="list-style-type: none"> <li>• United States Foreign Corrupt Practices Act: <a href="http://www.justice.gov/criminal-fraud/foreign-corrupt-practices-act">http://www.justice.gov/criminal-fraud/foreign-corrupt-practices-act</a></li> <li>• National Transparency Authority (Greece): <a href="http://www.aead.gr">www.aead.gr</a></li> <li>• Serious Fraud Office (U.K.): <a href="https://www.sfo.gov.uk">https://www.sfo.gov.uk</a></li> <li>• Foreign Corrupt Practices Act: <a href="https://www.justice.gov/criminal-fraud/foreign-corrupt-practices-act">https://www.justice.gov/criminal-fraud/foreign-corrupt-practices-act</a></li> <li>• Independent Commission Against Corruption (Hong Kong): <a href="https://www.icac.org.hk/en/home/index.html">https://www.icac.org.hk/en/home/index.html</a></li> <li>• EU Asset Recovery Offices: <a href="https://www.assetrecoveryoffice.eu/about">https://www.assetrecoveryoffice.eu/about</a></li> </ul> |
| <b>INDICATIVE CONTENT:</b> | <ol style="list-style-type: none"> <li>1. History, concept and definition of corruption; measuring corruption.</li> <li>2. Types of corruption:<br/>Political corruption; heads of state corruption; bureaucratic corruption; private sector corruption; gifts and facilitation payments.</li> <li>3. Causes and consequences of corruption.</li> <li>4. National and international efforts against corruption<br/>National, European and international anti-corruption instruments and bodies.</li> <li>5. Corruption and business; compliance programs.</li> <li>6. Corruption and public sector; ACAs and strategies.</li> <li>7. Corruption and private sector: internal mechanisms</li> <li>8. Asset recovery</li> <li>9. Holistic approach: Responsible citizens against corruption; NGOs; youth against corruption; investigative journalism; promoting transparency through technology,</li> <li>10. Cases and best practices</li> </ol>                           |