University of Toronto - Sociology
Winter 2018
SOC496H1S "Corruption and Inequality"

Friday 12:00pm - 2:00pm
Location: FE41 (basement at the Department of Sociology, 725 Spadina Avenue)

Instructor Information:

Instructor: Melissa Godbout
Office: Room 335, Sociology Department, 725 Spadina Ave.
Email: melissa.godbout@mail.utoronto.ca
Office Hours: Fridays 2:00pm - 3:00pm, and by appointment

Course Description:

What is corruption and why is it important? Under what conditions may corruption be more likely to occur and recur? How can the relationship between corruption and inequality be understood? Why are there corruption scandals in nations with low levels of inequality? What makes particular counter-measures to corruption effective or ineffective?

To address these questions, this course aims to provide a sociological understanding of corruption with a specific focus on its complex relationship to inequality. Beginning with theoretical understandings of corruption, this course will explore the ways in which political, ideological, economic, and cultural processes may facilitate corruption in a nation through exclusion of some groups to the advantage of others. These processes will be examined by way of themes such as cultural contexts, economic inequality, bribery, nepotism, organized crime, and political regimes. Taking a comparative perspective, we will unpack the ways in which these themes and processes are connected to levels of inequality as both cause and consequence. In addition, significant anti-corruption approaches and policies will be examined and assessed throughout the term.

To help us along the way, 'cases' will be discussed, providing students the opportunity to apply and evaluate key ideas from the readings and lectures. These cases will include examining corruption and inequality:

- within particular nations (e.g., Canada, Brazil, Uganda, Italy, Somalia),
- in specific cities (e.g., New Orleans, Caracas, Bangalore),
- through the role of the media (e.g., the Panama Papers, The Paradise Papers, accusations towards the Trump administration),
- via relevant anti-corruption agencies (e.g., Transparency International, the UN, the World Bank)

Course Objectives:
There are three central elements to this course: strong writing, critical thinking, and quality of discussion. This is a writing and reading intensive course. As such, it is important to do the readings, attend lectures, and participate in class discussions. Students are encouraged to approach issues in a way that examines underlying assumptions, evaluates evidence, and interprets conclusions. Doing so will help build tools students can use to strengthen their writing, develop original ideas, and bring quality contributions to class discussions.

By the end of the course, students will be able to:
- evaluate and discuss a number of different approaches central to understanding corruption and its relationship to inequality
- understand how to interpret and evaluate data on corruption
- write analytically and critically about corruption and inequality
- posit an academic argument and support this argument through the use of evidence and sound intellectual reasoning, both in discussion and in writing
- critically assess and think creatively about possible solutions to address corruption using a cross-national comparative perspective

Prerequisite:
Successful completion of 1.0 FCE at the 300+ level. The department of Sociology does not waive prerequisites. Students without this prerequisite will be removed at any time discovered and without notice.

Course Materials:
All course reading material can be found on Blackboard. Students are expected to read weekly course material carefully prior to class and be prepared to engage in class discussions.

Evaluation Components:
Proposal for Final Paper (due Feb. 16)..10%
Final Paper (due Mar. 23)..30%
In-Class Problem Response (Apr. 5)...15%
Leading Class Discussion (assigned dates)...................................5%
In-Class Participation (ongoing)..20%
Weekly Response Papers (ongoing)..20%
                                                                  ======
                                                                   100%

Accessibility Needs:
If you require accommodations or have any accessibility concerns, please visit *http://studentlife.utoronto.ca/accessibility* as soon as possible.

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor.

January 5: *Introduction to the Course*

- Uslaner, E.M. (2008). "Corruption: The Basic Story" in *Corruption, Inequality, and the Rule of Law: The Bulging Pocket Makes the Easy Life"*, Cambridge University Press. pp. 1-17.

January 12: *What is Corruption?*

- Warren, Mark. (2006). "Political Corruption as Duplicitous Exclusion". *Political Science & Politics*, 39(4): 803-808.
- Granovetter, Mark. (2004). "The Social Construction of Corruption" at *"The Norms, Beliefs, and Institutions of 21st Century Capitalism: Celebrating the 100th Anniversary of Max Weber's The Protestant Ethic and the Spirit of Capitalimsm.* Cornell University. pp. 1-11.
- Gambetta, D. (2002). "Corruption: An Analytical Map" in Kotkin, Stephen, and Andras Sago (eds.) *Political Corruption in Transition: A Skeptic's Handbook* CEU Press 33-56.

January 19: *Measuring Corruption*

- Andersson, S., and P.M. Heywood. (2009). "The Politics of Perception: Use and Abuse of Transparency International's Approach to Measuring Corruption". *Political Studies*, 57: 746-767.
- Golden, M.A. and L. Picci. (2005). "Proposal for a New Measure of Corruption". *Economics & Politics*, 17(1): 37-75.

Review of Transparency International (2017):
  - "Corruption Perceptions Index" https://www.transparency.org/research/cpi/overview
  - "Global Corruption Barometer" https://www.transparency.org/research/gcb/overview

January 26: *Corruption and Economic Inequality*

- You, J. and S. Khagram. (2005). "A Comparative Study of Inequality and Corruption". *American Sociological Review*, 70(1): 136-157.

- Uslaner, E.M. (2008). "Corruption and the Inequality Trap" in *Corruption, Inequality, and the Rule of Law: The Bulging Pocket Makes the Easy Life"*, Cambridge University Press. pp. 23-57.
- Andres, A.R., and C. Ramlogan-Dobson. (2011). "Is Corruption Really Bad for Inequality? Evidence from Latin America.". *Journal of Development Studies*, 47(7): 959-976.

February 2: *Cultural Contexts of Corruption*

- Banfield, E. (1958). *The Moral Basis of a Backward Society*. pp. 84-104.
- Melgar, N., M. Rossi, and T.W. Smith. (2010). "The Perception of Corruption". *International Journal of Public Opinion Research*, 22(1): 120-131.

Supplementary
- Fisman, Raymond and Edward Miguel. (2008). "Nature of Nurture: Understanding the Culture of Corruption" in *Economic Gangsters: Corruption, Violence, and the Poverty of Nations,* New Jersey: Princeton U Press, pp. 76-110.

February 9: *Cronyism/Nepotism, Bribery, and Patron-Client Relationships*

- Eisenstadt, S.N., and L. Roniger. (1984). "The Basic Characteristics and Variety of Patron-Client Relationships" in *Patrons, Clients and Friends*. Cambridge: Cambridge University Press. pp.43-71.
- Round, J., C.C. Williams, and P. Rodgers. (2008). "Corruption in the post-Soviet Workplace: the Experiences of Recent Graduates in Contemporary Ukraine". *Work, Employment, and Society*, 22(1): 149-166.

February 16: *Corruption, Organized Crime, and Violence*

*** PROPOSAL DUE ***

- Smith, C.M., and A.V. Papachristos. (2016). "Trust They Crooked Neighbor: Multiplexity in Chicago Organized Crime Networks". *American Sociological Review*, 81(4): 644-667.
- Collins, R. (2011). "Patrimonial Alliances and Failures of State Penetration: A Historical Dynamic of Crime, Corruption, Gangs, and Mafias". *The Annals of the American Academy of Political and Social Science*, 636: 16-31.
- Della Porta, D. & A. Vannucci. (2012). "Politics, the Mafia, and the Corruption Market", in *Corrupt Exchanges: Actors, Resources, and Mechanisms of Political Corruption.* Aldine Transactions: New York. pp. 217-230.

February 23: *READING WEEK - NO CLASSES*

March 2: *Corruption and Political Regimes*

- Chang, E. and M.A. Golden. (2010). "Sources of Corruption in Authoritarian Regimes", *Social Science Quarterly*, 91(1): 1-20.
- Anderson, C.J. and YV Tverdova. (2003). "Corruption, Political Allegiances, and Attitudes Toward Government in Contemporary Democracies". *American Journal of Political Science*. 47(1): 92-109.
- Manzetti, L. and C.J. Wilson. (2007). "Why Do Corrupt Governments Maintain Public Support?". *Comparative Political Studies*, 40(8): 949-970.

Supplementary
- Moran, J. (2001). "Democratic Transitions and Forms of Corruption". *Crime, Law & Social Change,* 36: 379-393.

March 9: *Corruption, The Media, and Civil Society*

- Griesshaber, N. and B. Geys. (2012). "Civic Engagement and Corruption in 20 European Democracies". *European Societies*, 14(1): 57-81.
- Bertot, J.C., P.T. Jaeger, and J.M. Grimes. (2010). "Using ICTs to Create a Culture of Transparency: E-Government and Social Media as Openness and Anti-Corruption Tools for Societies". *Government Information Quarterly*, 27: 264-271.
- Camaj, L. (2013). "The Media's Role in Fighting Corruption: Media Effects on Governmental Accountability". *The International Journal of Press/Politics*, 18(1): 21-42.

Supplementary
- Rahman, K. (2017). "Building on Social Movements to Achieve Systemic Change". *Transparency International - Anti-Corruption.* pp. 1-11. *Helpdesk.*https://www.transparency.org/files/content/corruptionqas/Civil_society_and_social_movements_2017.pdf

March 16: *Anti-Corruption Reforms I*

- Fritzen, S. (2005). "Beyond "Political Will": How Institutional Context Shapes the Implementation of Anti-Corruption Policies". *Policy and Society*, 24(3): 79-96.
- Sberna, S., and A. Vannucci. (2013). ""It's the politics, stupid!". The Politicization of Anti-Corruption in Italy". *Crime, Law, and Social Change,* 60: 565-593.
- Moroff, H., and D. Schmidt-Pfister. (2010). "Anti-Corruption Movements, Mechanisms, and Machines - An Introduction". *Global Crime*, 11(2): 89-98.

Supplementary
- Carr, I., and D. Lewis. (2010). "Combating Corruption through Employment Law and Whistleblower Protection". *Industrial Law Journal*, 39(1): 52-81.
- Gilbert, J., and J.C. Sharman. (2016). "Turning a Blind Eye to Bribery: Explaining Failures to Comply with the International Anti-Corruption Regime". *Political Studies*, 64(1):74-89. move to anti-corruption section?

March 23: *Anti-Corruption Reforms II*

*** FINAL PAPER DUE ***

- Della Porta, D., and A. Vannucci. (2007). "Corruption and Anti-Corruption: The Political Defeat of 'Clean Hands' in Italy." *West European Politics*, 30(4): 830-853.
- Oldfield, J. (2017). "Overview of National Approaches to Anti-Corruption Packages". *Transparency International - Anti-Corruption Helpdesk.* pp. 1-11. https://www.transparency.org/files/content/corruptionqas/Anti_corruption_packages_2017.pdf.
- Chene, M. (2015). "Successful Anti-Corruption Reforms". *Transparency International - Anti-Corruption Helpdesk.* pp.1-11. https://www.transparency.org/files/content/corruptionqas/Successful_anti-corruption_reforms.pdf

March 30: *GOOD FRIDAY - NO CLASSES*

April 5: ******IN-CLASS PROBLEM RESPONSE*****

DESCRIPTION OF EVALUATION COMPONENTS

Final Paper: **30%**

DUE: March 23, 2018 at 12:10pm

15-20 pages (excluding title, references, and appendix)
Double-spaced, Times New Roman 12pt font, 1 inch margins
ASA or APA citations

As an expert in the field of corruption, you are hired by an International NGO to develop original research on corruption in a nation of your choosing. The organization requires your analysis unpack processes and mechanisms relevant to corruption in this nation. Specifically, the NGO is interested in how corruption in this nation may be related to inequality. In addition, you must assess any anti-corruption efforts that have taken place in this nation and offer creative ideas for possible solutions to the problem.

You must provide a clear argument and support claims using academic literature, media or policy reports, and qualitative and/or quantitative data. Focusing ideas by engaging one or two selected aspects of corruption and inequality in the nation will help you to build your case more persuasively than would providing a very broad or superficial description and summary of corruption in the nation more generally. You are also required to develop a comparison toward the end of your paper discussing how corruption in this nation compares to at least two other relevant nations.

Final papers must be submitted **twice** by the due date/time: <u>one</u> hard copy at the beginning of class, and <u>one</u> electronic copy uploaded to Turnitin. Turnitin information will be provided to students in class.

Final Paper Proposal: 10%

DUE: February 16, 2018 12:10pm
4-6 pages (excluding references), double-spaced, Times New Roman 12pt font, 1 inch margins

Students must submit a proposal for their final paper. This will require students to have begun thinking about their papers well in advance. One of the main goals of the proposal is to develop a clear rationale behind why you are completing the research you propose. Proposals must include:

the proposed nation of study, the proposed research question, and a brief discussion of at least <u>three academic</u> and <u>two non-academic</u> (e.g., TI, media reports, etc.) sources that pertain to your proposed research.

Strong proposals will be focused, have a clear sense of purpose, and be concise. They should also be realistic in what the paper can accomplish - it is not likely you can "prove" anything, nor over-generalize (time, place, people). Proposals should be clearly organized and written.

Proposals must be submitted **twice** by the due date/time: <u>one</u> hard copy at the beginning of class, and <u>one</u> electronic copy uploaded to Turnitin. Turnitin information will be provided to students in class.

Weekly Response Papers: 20%

DUE: 12:10pm on Friday, every lecture week excluding January 5 and April 5.

2 pages, double spaced, Times New Roman 12 point font, 1 inch margins

Students are required to submit a total of 10 weekly response papers over the course of the term (2% each). These papers will develop a response by critically engaging a selected aspect or key idea/argument from the weekly readings. In some weeks, the instructor may provide a specific question to students. The purpose of the response paper is not to summarize the readings but to take an idea and *respond* to this. Using specific examples (from news sources, policy reports, etc.) is one approach students might take. Students should not utilize excessive sources or quotes - these responses should be in your own words and comprised of your own ideas.

The response paper should end with a student providing their own question based on what they have discussed. Consider this a "critical offering" given what you have written and responded to. Bring these questions to class to offer as discussion points. A strong question will not simply be "do you agree or disagree" with an author, or "what did the author mean by" (in which the question/answer is found in the article itself). Develop an original question that gets peers to think about a reading critically.

In-Class Problem Response: 15%

DATE: April 5, 2018 12:10pm

There will be one in-class problem response to assess students' understanding of material covered throughout the course. Students will be required to critically evaluate and discuss a scenario or 'problem' (provided at the beginning of class), drawing on relevant course material. The goal is not to summarize material, but to <u>apply</u> ideas to make sense of the problem or

scenario relating to corruption and inequality. No aids will be allowed. More details will be provided in class.

Leading Class Discussion: 5%

DATE: Assigned dates

Each student will lead the class discussion during an assigned week. Leading the discussion will require students have a strong grasp of the readings. Every week, it is assumed all students in the course have completed all readings, therefore discussion should not focus on summary or description. Rather, students should draw attention to important themes and arguments, raising questions and ideas in evaluation. Students may use the ideas they develop in their response papers as a starting point for developing discussion.

In-Class Participation: 20%

In class participation and attendance are an important element to succeeding in this course. Students are responsible for weekly readings and should come to class prepared to participate in discussion of key themes by contributing ideas, opinions, and arguments that build upon the ideas presented in the readings and lecture. The strongest discussion is based on a close reading of the materials, therefore students are encouraged to read carefully and more than once.

Participation is evaluated based on attendance and the quality of contribution over the term. As a seminar course, strong participation consists of continual engagement and original contributions in weekly discussions. As this suggests, participation is not simply about showing up to class, but the quality of the participation you bring to the discussions. Avoid simply re-phrasing readings; look beyond the surface and bring your own ideas to discuss using the readings as a jumping off point. Raise important questions. Draw connections to case studies and central ideas/concepts. Students should try to keep up with current international developments pertaining to the course topic and readings. This will help you to bring novel and interesting ideas to class that you can connect to, and use to evaluate, the weekly readings. This may involve reading the news, or monitoring websites focused on corruption, such as:

Transparency International (www.transparency.org)
Global Witness (www.globalwitness.org/en/)
Global Organization of Parliamentarians Against Corruption (http://gopacnetwork.org/)

COURSE POLICIES

Attendance:
Responsibility for being aware of what the instructor says in lectures (including administrative announcements) <u>rests solely with the students</u>. If a student is unable to attend a class, they are responsible for obtaining information presented.

Assignment Submission Policy:
'Weekly Response Papers' must be uploaded to the relevant Blackboard section by 12:10pm on Fridays each week.

The 'Final Paper' and 'Final Paper Proposal' must be submitted <u>twice</u>: (1) as a hard copy in class by 12:10pm on the due date, and (2) online at *http://turnitin.com* by the start of class on the due date (see below statement on Turnitin).

Work will not be accepted via email and cannot be left with Department of Sociology staff. If you are unable to submit your work in person on the due date, you must submit your paper in hard copy to the Department of Sociology 400-level dropboxes in Room 225 of the Sociology Department by the due date/time and email the Instructor to advise it is there. Assignments submitted to the dropboxes must be date/time stamped (see below).

Turnitin Submission Policy:
"Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website".

Assignments not submitted through *Turnitin* will receive a grade of zero (0%) unless a student instead provides, along with their paper, sufficient secondary material (e.g. reading notes, outlines of paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

You are expected to keep a back-up, hard copy of your work in case it is lost. Email drafts of your paper to yourself regularly, in case of a computer malfunction. Technical difficulties or lost work are insufficient reasons for submitting work late.

Late Assignments/Missed Tests:

Students are expected to complete work on time. Work is due at the start of class on the due date. Late work will never be accepted without appropriate documentation from a student's physician, college registrar, or Accessibility Services. As such, *there are no per day penalties for late work.* Assignments must be submitted on time, or appropriate documentation provided for approval of late submission.

Students are expected to write tests on the date outlined in the syllabus. If, for reasons beyond their control, students are unable to write a test, appropriate documentation must be provided as outlined below.

If you do miss a deadline, **do not contact the instructor** unless you have followed the steps described here *within 3 days of the due date/test date.*

In case of **illness**, you must supply a duly completed Verification of Student Illness or Injury form (available at *www.illnessverification.utoronto.ca*). A doctor's note is not acceptable. The Verification of Student Illness form MUST state that you were ill on the due date of assignment for a one day extension. For a longer extension, you must prove that you were sick during a longer period.

If a **personal or family crisis** prevents you from meeting a deadline, you must obtain a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). This letter must specify the length of the extension that is justified under the circumstances.

If you are registered with **Accessibility Services**, your counselor will send an email message on our behalf if you ask them to (with a one week extension the norm).

Provide supporting documentation either by email to Melissa Godbout or in a sealed envelope addressed to Melissa Godbout. When your paper is ready, submit it directly to the instructor by the revised due date/time or using the drop box for fourth-year classes in Room 225 of the Sociology Department at 725 Spadina Ave. open 9:00am to 4:30p.m. (and then email the instructor right away to notify them that your paper is in the dropbox).

Missed Weekly Response Papers:

Students are expected to submit weekly response papers on time at the start of class (Fridays 12:10pm). Late submissions will not be graded.

There is no make up opportunity for this requirement.

<u>Missed presentations and in-class participation.</u>
There is no make up opportunity for these requirements.

<u>Grade Appeals</u>
Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:
- If it is a mathematical error, simply alert the Instructor of the error.
- In the case of more substantive appeals, you must:
  - Wait at least 24 hours after receiving your mark.
  - Carefully re-read your assignment, all assignment guidelines, marking schemes, and the grader's comments.

You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with your instructor no more than 15 days after receiving your mark. If you are not satisfied with the instructor's re-evaluation, you mail appeal to the Associate Chair, if the term work is at least 20% of the course mark. If your work is remarked, you must accept the resulting mark, which may go up or down or remain the same.

If you wish to appeal:
You must submit to the instructor a written explanation of why you think your mark should be altered. Please note that statements such as "I need a higher grade to go to X" or "it is not fair" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up. Attach to your written explanation your original assignment, including all of the original comments. Submit a hard of the package to the instructor.

<u>Electronic Communication:</u>
When communicating electronically with the Instructor, it is important to follow a few rules:
- All emails must include the course code (SOC496) in the subject line.
- All emails should be signed with the student's full name and student number.
- Treat emails to the Instructor as you would any other professional communication.
- Emails will be answered during business hours (9:00am-5:00pm) within 24 hours of receipt. Please note: emails will not be answered outside of business hours (weekends, late nights, or holidays).
- All emails must be sent from your utoronto email account.
- Assignments and course work will never be accepted via email.
- Emails which ask questions that are answered in the course syllabus will not receive a response. Always ensure you carefully read through the syllabus first.

Emails that do not follow these guidelines will not receive a response.

Classroom Etiquette & Use of Electronics
It is extremely important to foster an environment that is courteous and respectful to all in the class. Students are expected to arrive to class on time.

Videotaping, audio recording, or taking photos in class is strictly forbidden without the instructor's permission.

The use of laptops in class is restricted to taking notes. Using laptops or electronics for other purposes will be treated as a breach of courtesy toward others. Cell phones should be stowed away during class time and ringers turned off. Texting, internet browsing, use of social media, etc. during class time will not be tolerated and students using electronics to do so may be asked to leave the classroom.

Academic Integrity & Plagiarism
Cheating and misrepresentation will not be tolerated. Students who commit an academic offense face serious penalties. Avoid plagiarism by citing properly: practices acceptable in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly. You are expected to have read and understood the on-line document "How Not to Plagiarize" (*http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/)*

Students are expected to cite sources in all written work and presentations.

By enrolling in this course, students agree to abide by the University's rules regarding academic conduct, as outlined in the Calendar.

You are expected to be familiar with the "Code of Behaviour on Academic Matters" (*www.governingcouncil.utoronto.ca/policies/behaveac.htm*) and the "Code of Student Conduct (*www.governingcouncil.utoronto.ca/policies/studentc.htm*) which spell out your rights, your duties, and provide all the details on grading regulations and academic offenses at the University of Toronto.