

**POL 243: Corruption**  
**Fall 2020 (Syllabus Version: 9/1/2020)**  
**020 Manchester Hall, T R 9:30a-10:45a**

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Schedule an Office Hours Appointment: <https://appoint.ly/s/esareyje/office-hours>

**COURSE OBJECTIVES AND LEARNING OUTCOMES**

This course seeks to help students ask and answer important questions about corruption, traditionally defined as the appropriation of public resources for private gain.

Students will be able to:

1. define corruption, understanding the tradeoffs implicit in different conceptualizations and measures;
2. consider why corruption is endemic in some countries while in others it is not by understanding, comparing, and critiquing theories proposed in the literature and the evidence offered to support these theories;
3. consider why some people choose to participate in corruption while others do not by understanding and critiquing evidence offered to support these various explanations;
4. consider the possible effects of corruption on political and economic outcomes in a country by understanding and critiquing evidence offered to support the existence of these possible effects; and
5. make written arguments in response to descriptive and analytical questions using information drawn from the class's readings.

**GRADING POLICIES AND ASSIGNMENT DETAILS**

**Grade Components:**

- Discussion Responses: 25%
- Small Group Discussion: 15%
- Midterm Exam: 30%
- Final Exam: 30%

**Grading Scale:**

100%-93%: A	82.9%-80%: B-	69.9%-67%: D+
92.9%-90%: A-	79.9%-77%: C+	66.9%-63%: D
89.9%-87%: B+	76.9%-73%: C	62.9%-60%: D-
86.9%-83%: B	72.9%-70%: C-	>59.5%: F

**Attendance:** This “blended traditional” class is divided into two cohorts. The first cohort will meet in 020 Manchester Hall from 9:30a to 10:00a on Tuesday and Thursday. The second cohort will meet in 020 Manchester Hall from 10:15a to 10:45a on Tuesday and Thursday. The class will discuss the readings during these meetings.

If WFU moves to fully on-line course delivery owing to a COVID-19 outbreak, and for online classes on 12/1 and 12/3, both cohorts will meet together on Zoom from 10:15a-10:45a. Note that class meetings are 30 minutes instead of the normal 75 minutes; this is because I expect students to spend roughly 45 minutes (on their own time) engaged in small group discussions.

**Small Group Discussion:** Everyone in class will be randomly assigned to a small group. Each group must meet and discuss the discussion questions. The group must also come up with a new discussion question for the class. This discussion must be recorded (e.g., on Zoom or Google Meet) and uploaded to Canvas 90 minutes before class begins. Grading for this assignment is 100% or 0% based on attendance and active participation in the discussion (as shown in the video). The lowest six grades in the category of Small Group Discussion will be dropped (e.g., if you miss a small group discussion and receive a 0%). The rest will be averaged to form this portion of the grade.

**Discussion Responses:** Discussion questions will be distributed in advance of each day’s readings. For each class meeting, there will be a corresponding Canvas assignment. This assignment will randomly select one discussion question, and students will need to write a short essay response to the discussion question within twelve minutes (the response is time-limited). The discussion response is due at 9:30a on the day of class. (The questions will form the basis for that day’s in-class discussion). You are permitted to use your notes to assist you with these response questions, and I recommend that you use the small group discussion to workshop your ideas for this response. The lowest ten grades in the category of discussion responses will be dropped; the rest will be averaged to form this portion of the grade.

**Exams:** There will be two exams in this class, a midterm and a final. All exams are cumulative but will focus on material learned since the last exam. Exams will be take home, and you will be bound by the honor system when taking the exam. **Class readings and notes may be consulted during the exam, but you may not discuss the exam with anyone other than Dr. Esarey while the exam is ongoing.**

## **COURSE POLICIES**

**Office Hours:** Office hours meetings will be conducted online. Appointments must be booked in advance using the online form system. Schedule an appointment here: <https://appoint.ly/s/esareyje/office-hours>.

**Illness:** *Do not come to class while experiencing any symptoms of illness.* Small group discussions and discussion responses may be completed at home (on Canvas). **If you develop a severe illness that you believe will interfere with your ability to complete more than one or two discussion responses/small group discussions, please contact Dr. Esarey immediately.**

**Safety:** Each of us shares responsibility for the health and safety of all in a learning space. Maintaining a consistent six feet of distance; wearing a face covering; limiting our gathering sizes; and isolating or quarantining when ill or exposed to someone with the virus are Wake Forest University directives and policies we all must follow. Students are encouraged to visit [Our Way Forward](#) to stay informed about the latest guidance and review the [Public Health Emergency Addendum to the Student Code of Conduct](#). Specifically, in this room, we will mitigate the risks of virus transfer and take care of our community by abiding by the following safety directives:

- maintain six feet of distance at all times when feasible.
- wear a face covering for the entirety of class. This face covering should cover your mouth and your nose. A face shield without a face covering is not an acceptable substitute for a face covering.
- stay out of class when sick or after being exposed to someone who is sick.

In this class, any student who does not follow these requirements will be asked once to follow the safety directives. I will offer you a mask or ask you to find one. If you do not comply, I will ask you to leave the class for that day. I will also refer the matter to the COVID-19 compliance reporting system. Possible disciplinary actions may follow as described in the Wake Forest University Undergraduate Student Conduct Code Public Health Emergency Addendum.

**Privacy:** If class sessions are held remotely (e.g., on Zoom), these sessions will be recorded and made available on Canvas. These recordings may only be shared with participants in the course (students, faculty, and teaching assistants). In order to safeguard the privacy of our students and enable free course discussion, students may not create or share their own recordings of class without the written permission of Dr. Esarey.

**Late Work:** Assignments are due at the date and time I specify for the assignment. Late exams will be marked off at 5 percentage points for the first hour late, and an additional 10 percentage points for every subsequent hour late. Discussion questions and small group discussions cannot be submitted late or made up.

Important note: Students are responsible for submitting working, uncorrupted files for all assignments. If a file is corrupted and needs to be re-sent, and re-sending happens after the assignment deadline, a late penalty will be assessed.

Discussion responses and small group discussions may not be taken late or rescheduled; responses that are not submitted will be included in the grades that are dropped (up to the maximum number of drops). **If you develop a severe illness that you believe will interfere with your ability to complete more than one or two discussion responses or small group discussions, please contact Dr. Esarey immediately.**

Failing to take the exam during the scheduled time window will result in no credit for the exam. Exams may be re-scheduled only under the following three circumstances:

- (1) a death in the immediate family (parent, spouse, sibling, or child) within two weeks before the exam due date;
- (2) an unforeseeable and significant illness or medical emergency affecting you, your spouse, or your child; or
- (3) participation in a Wake Forest-sponsored academic or sporting event.

In the event of (1) or (3), you must give me **at least 24 hours advance notice and preferably more** (via e-mail or a phone call) that you will miss the exam, or it may not be made up. I may require supporting documentation. All penalty waivers are at the discretion of the instructor. Under these circumstances, I will extend your due date and/or schedule you a make-up exam time. **Important note: conflicts with a work schedule, non-academic trip, or vacation are not a valid reason to miss an exam or any other assignment** and cannot be the basis for a penalty waiver.

**Honor Code/Academic Misconduct:** All forms of academic misconduct will be handled according to the Wake Forest University Honor Code. Details on the Honor Code are available at <https://studentconduct.wfu.edu/honor-system-wfu/>.

If you ever have any questions about what you should do to stay within the honor code on a particular assignment, **contact me with your question and I can assist you.** I cannot guarantee a timely response unless you contact me at least 24 hours in advance of the time the assignment is due.

**Students with Disabilities:** If you have a disability and require accommodation in this class, please contact me as soon as possible (within the first two weeks of class) to discuss these accommodations. You will also need to contact the Disability Services Office (telephone extension: 5929) in 118 Reynolda Hall. More information is available at <https://lac.wfu.edu/disability-services/>.

**Syllabus Change Policy:** All policies of this syllabus may be changed by Prof. Esarey with advance notice.

## COURSE MATERIALS

### Required Textbooks:

- Ray Fisman and Miriam A. Golden. 2017. *Corruption: What Everyone Needs to Know*. Oxford University Press.

**Note:** All students must have a valid Wake Forest e-mail address and login (and access to the Canvas website) to participate in this course.

## COURSE OUTLINE AND ASSIGNED READINGS

Date	Topic	Readings
8/27	Introduction	N/A
9/1	Basic concepts and frameworks in corruption	Fisman and Golden, Chapter 1 (pp. 1-21)
9/3	The self-reinforcing nature of corruption	Corbacho et al. (2016). "Corruption as a Self-Fulfilling Prophecy: Evidence from a Survey Experiment in Costa Rica." <i>American Journal of Political Science</i> 60(4): 1077-1092. URL: <a href="https://doi.org/10.1111/ajps.12244">https://doi.org/10.1111/ajps.12244</a>  <b>Recommended:</b> Miller, "Reading a Regression Table: A Guide for Students." URL: <a href="http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/">http://svmiller.com/blog/2014/08/reading-a-regression-table-a-guide-for-students/</a>
9/8	Defining and classifying corruption	Fisman and Golden, Chapter 2 (pp. 23-54)
9/10	Alternative definitions of corruption	Warren (2004). "What Does Corruption Mean in a Democracy?" <i>American Journal of Political Science</i> 48(2): 328-343. URL: <a href="https://doi.org/10.1111/j.0092-5853.2004.00073.x">https://doi.org/10.1111/j.0092-5853.2004.00073.x</a>
9/15	Measuring corruption	Donchev and Ujhelyi (2014). "What do Corruption Indices Measure?" <i>Economics and Politics</i> 26(2): 309-331. URL: <a href="https://doi.org/10.1111/ecpo.12037">https://doi.org/10.1111/ecpo.12037</a>

9/17	Where is corruption most prevalent?	Fisman and Golden, Chapter 3 (pp. 55-82)
9/22	Sociological and institutional causes of corruption in China	Dong and Torgler (2013). "Causes of corruption: Evidence from China." <i>China Economic Review</i> 26: 152-169. URL: <a href="https://doi.org/10.1016/j.chieco.2012.09.005">https://doi.org/10.1016/j.chieco.2012.09.005</a>
9/24	Inequality and corruption	Jong-sun and Khagram (2005). "A Comparative Study of Inequality and Corruption." <i>American Sociological Review</i> 70(1): 136-157. URL: <a href="https://doi.org/10.1177/000312240507000107">https://doi.org/10.1177/000312240507000107</a>
9/29	Centralization and corruption	Fisman and Gatti (2002). "Decentralization and corruption: evidence across countries." <i>Journal of Public Economics</i> 83: 325-245. URL: <a href="https://doi.org/10.1016/S0047-2727(00)00158-4">https://doi.org/10.1016/S0047-2727(00)00158-4</a>
10/1	What are the consequences of corruption?	Fisman and Golden, Chapter 4 (pp. 83-119)
10/6	Corruption and happiness	Tavits (2008). "Representation, Corruption, and Subjective Well-Being." <i>Comparative Political Studies</i> 41(12): 1607-1630. URL: <a href="https://doi.org/10.1177/0010414007308537">https://doi.org/10.1177/0010414007308537</a>
10/8	Resource extraction and corruption	Knutsen et al. (2016). "Mining and Local Corruption in Africa." <i>American Journal of Political Science</i> 61(2): 320-334. URL: <a href="https://doi.org/10.1111/ajps.12268">https://doi.org/10.1111/ajps.12268</a>
10/13	Corruption and the environment	Cole (2007). "Corruption, income, and the environment: An empirical analysis." <i>Ecological Economics</i> 62(3-4): 637-647. URL: <a href="https://doi.org/10.1016/j.ecolecon.2006.08.003">https://doi.org/10.1016/j.ecolecon.2006.08.003</a>
10/15	Corruption and trust in government: the case of Mexico	Morris and Klesner (2010). "Corruption and Trust: Theoretical Considerations and Evidence from Mexico." <i>Comparative Political Studies</i> 43(10): 1258-1285. URL: <a href="https://doi.org/10.1177/0010414010369072">https://doi.org/10.1177/0010414010369072</a>
<b>Midterm Exam distributed 10/16</b>		
10/20	Who is involved in corruption, and why?	Fisman and Golden, Chapter 5 (pp. 121-150)

10/22	Gender and corruption	Dollar, Fisman, and Gatti (2001). "Are women really the 'fairer' sex? Corruption and women in government." <i>Journal of Economic Behavior and Organization</i> 46(4): 423-429. URL: <a href="https://doi.org/10.1016/S0167-2681(01)00169-X">https://doi.org/10.1016/S0167-2681(01)00169-X</a>
10/27	What are the cultural bases of corruption?	Fisman and Golden, Chapter 6 (pp. 151-172)
10/29	Socialization and attitudes toward corruption	Barr and Serra (2010). "Corruption and culture: An experimental analysis." <i>Journal of Public Economics</i> 94(11-12): 862-869. URL: <a href="https://doi.org/10.1016/j.jpubeco.2010.07.006">https://doi.org/10.1016/j.jpubeco.2010.07.006</a>  Gachter and Schulz (2016). "Intrinsic honesty and the prevalence of rule violations across societies." <i>Nature</i> 531: 496-499. URL: <a href="https://doi.org/10.1038/nature17160">https://doi.org/10.1038/nature17160</a>
11/3	Moral suasion	Pruckner and Sausgruber (2013). "Honesty on the Streets: A Field Study on Newspaper Purchasing." <i>Journal of the European Economic Association</i> 11(3): 661-679. URL: <a href="https://doi.org/10.1111/jeea.12016">https://doi.org/10.1111/jeea.12016</a>
11/5	How do political institutions affect corruption?	Fisman and Golden, Chapter 7 (pp. 173-201)
11/10	Accountability and corruption: theory	Tavits and Schwindt-Bayer (2016). "A clarity of responsibility theory of corruption." Chapter 2 in <i>Corruption, Accountability, and Clarity of Responsibility</i> (pp. 17-32) [Available on Canvas]
11/12	Accountability and corruption: evidence	Tavits and Schwindt-Bayer (2016). "Clarity of responsibility and aggregate corruption perceptions." Chapter 4 in <i>Corruption, Accountability, and Clarity of Responsibility</i> (pp. 47-67) [Available on Canvas]

11/17	Top-down vs. bottom-up accountability	Serra (2011). "Combining Top-Down and Bottom-Up Accountability: Evidence from a Bribery Experiment." <i>Journal of Law, Economics, and Organization</i> 28(3): 569-587. URL: <a href="https://doi.org/10.1093/jleo/ewr010">https://doi.org/10.1093/jleo/ewr010</a>
11/19	How do countries shift from high to low corruption?	Fisman and Golden, Chapter 8 (pp. 203-231)
11/20	Voting behavior and corruption	Klasnja et al. (2014). "Pocketbook vs. Sociotropic Corruption Voting." <i>British Journal of Political Science</i> 46(1): 67-94. URL: <a href="https://doi.org/10.1017/S0007123414000088">https://doi.org/10.1017/S0007123414000088</a>
11/24	Patronage, bureaucratic corruption, and reform in the United States	Theriault (2004). "Patronage, the Pendleton Act, and the Power of the People." <i>Journal of Politics</i> 65(1): 50-68. URL: <a href="https://doi.org/10.1111/1468-2508.t01-1-00003">https://doi.org/10.1111/1468-2508.t01-1-00003</a>
11/26	<b>No Class: Thanksgiving</b>	
12/1	<b>Online class:</b> Effectiveness of civil servants vs. patronage appointees	Lewis (2007). "Testing Pendleton's Premise: Do Political Appointees Make Worse Bureaucrats?" <i>Journal of Politics</i> 69(4): 1073-1088. URL: <a href="https://doi.org/10.1111/j.1468-2508.2007.00608.x">https://doi.org/10.1111/j.1468-2508.2007.00608.x</a>
12/3	<b>Online class:</b> What can be done to reduce corruption?	Fisman and Golden, Chapter 9 (pp. 233-264)