

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего образования
"Национальный исследовательский университет
"Высшая школа экономики"**

Санкт-Петербургская школа социальных наук и востоковедения

Департамент прикладной политологии

**Рабочая программа дисциплины
«Стратегии антикоррупционной политики»
для образовательной программы «Политология»
направления подготовки 41.03.04. Политология уровень бакалавр**

Разработчик программы:

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Согласована менеджером ОП

« ____ » _____ 2018 г.

А.В. Набока _____

Утверждена Академическим советом образовательной программы

« ____ » _____ 2018 г., № протокола _____

Академический руководитель образовательной программы

А.А. Декальчук _____

Санкт-Петербург, 2018

Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения кафедры-разработчика программы.

Course Syllabus

Title of the course	Strategies of Anti-Corruption Policy		
Title of the Academic Programme	Political Science		
Type of the course	Elective		
Prerequisites	-		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	32	158	190
Course Overview	<p>How often is an anti-corruption agenda used for political reform? Does it really matter in terms of generating political will and how we can measure it? What kind of anti-corruption strategy should we define as a successful strategy? What indicators could we offer to describe anti-corruption capacities of states and separate organizations? Is it possible to transfer good practices in this field from one country to another? Why does anti-corruption reform fail? The focus of this course is on understanding the questions mentioned above.</p> <p>The main purpose of the course is to form a complete understanding of approaches toward research on corruption and about concrete tools to prevent and combat corruption.</p>		
Intended Learning Outcomes (ILO)	<ul style="list-style-type: none"> • ULO-7: Able to work in team • PLO-3: Student is capable of participating in organizing and implementing various management processes, and of achieving the goals set by his/her superiors: both as a rank-and-file participant and as a low-level manager; in public administration, in political and business structures alike. • PLO-8: Student is capable of executing applied analysis of the political phenomena and political processes: by using political science methods and in support of practical decision making process. • PLO-9: Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted: in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter) and depending on the target audience. <p>At the end of the course, students will:</p> <ul style="list-style-type: none"> ✓ Understand key terminology; ✓ Figure out causes and impact of corruption; 		

	<ul style="list-style-type: none"> ✓ Explain how corruption can be measured; ✓ Know the basic research methods in corruption analysis; ✓ Understand the national and international framework for combating corruption; ✓ Know how new technologies can reduce corruption; ✓ Be able to evaluate anti-corruption strategies effectiveness and to use preventive measures against corruption. 			
Teaching and Learning Methods	Class discussions, cases solving, debate, guest lectures, critical thinking, student-group reports, projects			
Content and Structure of the Course				
№	Topic / Course Chapter	Total	Directed Study	
			Lectures	Tutorials
1	Corruption as a social phenomenon and political problem	24	2	2
2	Research and diagnostics of corruption	32	2	2
3	Anti-corruption strategies	32	2	2
4	International, national and local framework for combating corruption	36	4	4
5	Russian anti-corruption policy	30	2	2
6	Civil society against corruption	36	4	4
Total study hours		190	16	16
Indicative Assessment Methods and Strategy	<p><u>The forms of assessment</u></p> <p>Current assessment:</p> <ol style="list-style-type: none"> 1) seminars (40 %); 2) draft of the individual or team anti-corruption project (60 %), deadline November 15, 2018. <p>I strongly encourage the students to work in groups of 5-6 people.</p> <p>Final assessment:</p> <ol style="list-style-type: none"> 1) coursework (60 %); 2) examination (40 %), including final version of the project description (20 %, deadline December 3, 2018) and presentation of the individual or team anti-corruption project (15 minutes per presentation). <p>The project description template</p> <ol style="list-style-type: none"> (1) Project title and overview* <ul style="list-style-type: none"> Problem for solving The main idea of the project Background Target audience Project participants (2) Objectives* <ul style="list-style-type: none"> The primary aim of the project Any secondary objectives. Expected results of the project 			

	<p>(3) Project content* Terms and schedule set for each phase What work do you plan to do in the project? Concrete events and acts</p> <p>(4) Requirements and resources Project participants Material resources (project budget and potential donors or sponsors) Media support and PR</p> <p>(5) Project monitoring and evaluation Proposed mechanisms and procedures for monitoring of the project Evidence of why targets and outcomes are or are not being achieved</p>
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <p>Brenkert G. (Ed.) The Oxford Handbook of Business Ethics.: Oxford University Press, 2009. - Electronic resource. Available at: http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195307955.001.0001/oxfordhb-9780195307955.</p> <p>Forsbäck J., Oxelheim L. (Eds.) The Oxford Handbook of Economic and Institutional Transparency: Oxford University Press, 2014. - Electronic resource. Available at: http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199917693.001.0001/oxfordhb-9780199917693.</p> <p>Influence on Domestic Legal Systems. - Oxford, United Kingdom: Oxford University Press, 2015. – 269 p. - Electronic resource. Available at: http://proxylibrary.hse.ru:2221/view/10.1093/acpro.</p> <p>Rose-Ackerman S. (Eds.). International Handbook on the Economics of Corruption. Cheltenham, UK: Edward Elgar Publishing, 2006. - Electronic resource. Available at: https://proxylibrary.hse.ru:2645/view/1845422422.xml.</p> <p><u>Optional</u></p> <p>Bhojwani R. Deterring Global Bribery: Where Public and Private Enforce Collide? // Columbia Law Review. - 2012. - № 1. - Vol. 112. - P. 66–111. - Electronic resource (JSTOR). - Available at: www.jstor.org/stable/41354749.</p> <p>Brinkerhoff, D.W. 2010. Unpacking the Concept of Political Will to Confront Corruption. Bergen: Chr. Michelsen Institute. Electronic resource. Available at: https://www.u4.no/publications/unpacking-the-concept-of-political-will-to-confront-corruption/.</p> <p>Brown D. S., Touchton M., Whitford A. Political Polarization as a Constraint on Corruption: A Cross-National Comparison. // World Development. - 2011. - № 39. - Vol. 9. - P. 1516-1529. - Electronic resource. Available at: https://proxylibrary.hse.ru:2054/science/article/pii/S0305750X11000258.</p> <p>Butt S. Anti-Corruption Reform in Indonesia: An Obituary? // Bulletin of Indonesian Economic Studies. - 2011. - № 47. - Vol. 3. - P. 381-394. - Electronic resource. Available at: https://proxylibrary.hse.ru:2170/doi/full/10.1080/00074918.2011.619051</p> <p>Gehlbach S., Simpson A. Electoral Manipulation as Bureaucratic Control // American Journal of Political Science. - 2015. - № 1. - Vol. 59. - P. 212–</p>

	224. Electronic resource (JSTOR). Available at: www.jstor.org/stable/24363605 . Kroeze R., Vitória A., Geltner G. (Eds.), Anti-corruption in History: From Antiquity to the Modern Era. - Oxford University Press, 2017. - Electronic resource. Available at: http://www.oxfordscholarship.com/view/10.1093/oso/9780198809975.001.0001/oso-9780198809975 . Levi M. States, Frauds, and the Threat of Transnational Organized Crime // Journal of International Affairs. - 2012. - № 1. - Vol. 66. - P. 39–50. Electronic resource (JSTOR). Available at: www.jstor.org/stable/24388250 .	
Indicative Self- Study Strategies	Type	+/-
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+
	Assignments for seminars / tutorials / labs	+
	E-learning / distance learning (MOOC / LMS)	-
	Fieldwork	-
	Project work	+
	Other (please specify)	-
	Preparation for the exam	+
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials	
Facilities, Equipment and Software	Special facilities, equipment or software is not required.	
Course Instructor	Vandysheva Elena: https://www.hse.ru/staff/vandysheva	

Annex 1

Course Content

Charter 1. Corruption as a social phenomenon and political problem

Approaches to definition of corruption. Features and equation of corruption. Legal, sociological and anthropological understanding of corruption. Causes and consequences of corruption. Economic impact of corruption. Types and kinds of corruption. Anti-corruption agenda.

Seminar – Group presentations

Task for the seminar

Please prepare group presentations concerning the features of different understanding of corruption (you need to organize 3 sub-groups to cover all 3 topics during the seminar):

Sub-group 1 – Legal understanding of corruption

Sub-group 2 – Sociologic understanding of corruption

Sub-group 3 – Anthropologic understanding of corruption

You need to cover next characteristics:

1. Historical background.
2. Definition of corruption.
3. Practical issues of implementation of considered approach.

Assessment criteria

1. Clarity of explanation
2. Ability to engage an audience
3. Quality of visualization

Charter 2. Research and diagnostics of corruption

Development of the field. Theoretical approaches relevant to studying corruption and anti-corruption. The principal-agent model. The theory of change. Theoretical path model of control of corruption. Trends in research. Three generations of corruption measurement tools. Characteristics of data sources. Characteristics of different indexes. Explanative capacity of existing research and diagnostics.

Task for the seminar

Everyone should be included in a project team.

Possible directions (fields) for project activity:

Involvement of youth in anticorruption projects

Compliance (anticorruption measures in business)

Anticorruption measures in different fields (sport, education, medicine, public procurement, etc.)

New technologies against corruption (or big data as a tool against corruption)

Creative campaigns against corruption

Anticorruption education (for different target audience)

Each team should analyse at least 5 research concerning the topic of the project and prepare the presentation in a TEDx talk format. Please try to find interesting research projects (publications), otherwise you will not be able to produce intriguing content. Use HSE electronic library or Google Scholar for that purpose. Later you can use this material for the project proposal (for the background description).

During the seminar, you have:

- Maximum 10 minutes to speak;
- Maximum 3 minutes for audience questions and comments.

Here is one structure that works particularly well:

1. Start by making your audience care, using a relatable example or an amazing idea.
2. Explain your project clearly.

3. Describe research achievements in the field (you can consider a research question, methods, results, explanative capacity).

4. End by addressing how your project could affect your audience (provide evidence of a actuality).

Whatever structure you decide on, the goal is to communicate an idea effectively. You need to tell a story and evoke audience emotions as a tool.

General rules for effective slides:

- No slide should support more than one point.
- Use as little text as possible.
- Avoid small font size.
- Choose a common sans serif font (like Helvetica or Verdana) over a serif font (like Times).

Criteria of evaluation

Knowledge and understanding of material

Clarity of explanation

Compliance with the TED structure and rules.

Charter 3. Anti-Corruption Strategies

Definition and content of anti-corruption strategy. Types of anti-corruption strategies. Strategy of ignoring corruption. War strategy. Systematic strategy of elimination of corruption causes. Reform of public service. Law enforcement bodies reform. Procurement reform. The role of institutions in anti-corruption reform. Effect of anti-corruption laws.

Task for the seminar

Create a complex anti-corruption strategy for the selected country, including preventive, educational and pursuit measures.

Define goals and objectives.

Provide evidence these measures are needed.

Explain what kind of resources do you need for the implementation and how do you plan to evaluate the effectiveness of the strategy.

Make a conclusion concerning the validity of strategies of other groups.

Countries: Afghanistan, Moldova, Mongolia, Brazil

Charter 4. International, national and local framework for combating corruption

The role of the international community in anti-corruption struggle. Key international actors. International conventions. Framework of special anti-corruption programs and projects. Foreign funding for anti-corruption measures implementation. Control the flows of illicit funds. New international institutions. National institutions and actors. Anti-corruption agencies. Support of anti-corruption reform on national level. Compliance policy (anti-corruption measures on local level). Evaluation of effectiveness of anti-corruption policy. Overview of country's experience.

Charter 5. Russian anti-corruption policy

Anti-corruption reform of 2008. Russian anti-corruption legislation (main characteristics). Russian system of anti-corruption agencies. Key anti-corruption tools. Anti-corruption measures in procurement. Asset and income declarations. Anti-corruption expertise of legal acts. Informational openness. Multifunctional Centres.

Seminar – Compliance Policy of Russian Organizations

Assignment for the group № 1

To create rules for communication with University's partners.

1. To formulate key principles of communication.
2. To describe functions of responsible persons.
3. To prepare an algorithm of vetting of contractors (how to check trustfulness)

Assignment for the group № 2

To create an anti-corruption education program for the University.

1. To define a list of actual topics.
2. To describe functions of responsible persons.
3. To form an annual program of education with concrete events (with specification of formats for different target groups).

Assignment for the group № 3

To create a system of verification of information about violations for the University.

1. To define channels for information about violations.
2. To describe functions of responsible persons.
3. To provide an algorithm of dealing with claims.

Assignment for the group № 4

To create rules for gift giving | receiving and hospitality at the University.

- 1) To formulate key principles for giving | receiving gifts.
- 2) To describe functions of responsible persons.
- 3) To describe a system of verification of legality of gifts and hospitality.

Charter 6. Civil society against corruption

Legal framework for civil society participation in anti-corruption policy. Forms and mechanism of civil society participation. Anti-corruption education. Civic control. Promotion of anti-corruption initiatives. Collective actions against corruption. Analysis of civic anti-corruption projects.

Task for the seminar

For the next seminar, please, organize 5 groups and choose one investigation from the list below:

- Panama Papers (<https://www.occrp.org/en/panamapapers/>)
- The Azerbaijani Laundromat (<https://www.occrp.org/en/azerbaijanilaundromat/>)
- The Passport King (<https://www.occrp.org/en/thedaphneproject/the-passport-king-who-markets-citizenship-for-cash>)
- Gas exporter's lobbyists (<https://lobbying.transparency.org.ru/voloshin/>, <https://www.wtlv.com/article/news/investigations/us-gas-exporters-lobbyists-failed-to-disclose-russian-interests/289-579381269>)

- Italian criminal group “Ndrangheta”

(<https://www.occrp.org/en/amurderedjournalistslastinvestigation/>)

Prepare infographic and short speech (up to 10 minutes) concerning the investigation process and results. Please use such tools as Google Charts, Infogr.am, ThingLink and others.

I recommend you to include information about:

Organization provided the investigation.

Explanation of corruption problem.

Main data (sources)

Key results (findings).

Influence of the investigation on anti-corruption policy.

The criteria of evaluation are:

- quality of visualization;
- clarity of explanation of the process and the results of the investigation;
- ability to engage an audience.

Annex 2

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Test				
	Essay				
	Report/Presentation				
	Project		*		
	In-class Participation		*		
	Other (write appropriate control forms for the course)				
Interim Assessment (if required)	Assignment (e.g. written assignment)				

Summative Assessment	Exam		*		
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Assessment Criteria

In-class Participation

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-3)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-3)	Fails to demonstrate any appropriate knowledge.

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize and extend theoretical knowledge received during the lectures;
- Learn how to use legal, regulatory, referential information and professional literature;
- Develop cognitive and soft skills: creativity and self-sufficiency, as well as research skill;
- Enhance critical thinking and personal development skills;
- Obtain skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge concerning different aspects of law, is up to the student's own initiative. A course instructor recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or

in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of seminars.

Recommendations for project work

For preparing the project you need to cooperate with your classmate and organize project team (no more than 6 persons in 1 team). You need to provide detailed explanation concerning your project idea.

You need to choose some field relevant to anti-corruption activity.

Possible directions for project activity:

1. Involvement of youth in anticorruption projects.
2. Compliance (anticorruption measures in business).
3. Anticorruption measures in different fields (sport, education, medicine, public procurement, etc.)
4. New technologies against corruption (or big data as a tool against corruption).
5. Creative campaigns against corruption.
6. Anticorruption education (for different target audience).

The project description template

(1) Project title and overview*

Problem for solving – please describe the problem very precisely and clear, you should see the way how to solve this problem (the project should, at least, to minimize the problem and to create conditions for improvement of current problematic situation).

The main idea of the project – describe the way how do you plan to solve the problem via the project (please specify concrete tools and mechanisms)

Target audience – explain who would benefit from the project implementation.

(2) Objectives*

The primary aim of the project – desired outcome (changing of problematic situation)

Any secondary objectives - consistent steps to achieve the aim (for problem solving)

Expected results of the project – description should be clear, you need to provide information about measurable changing.

(3) Terms and schedule set for each phase – describe different phases of the project (you can join them with different objectives), explain preliminary results expected for each phase, specify terms.

(4) Project content

What work do you plan to do in the project? - It's not technical description, but information about concrete events, services, works.

(5) Requirements and resources

Project participants (it's not the list of participants, but their functional roles in the project)

Material resources (project budget and potential donors or sponsors) – please analyse information in database of public procurement (there you can see prices for different works, services and equipment, compare 2-3 applications to find optimal price). Provide the budget of the project (with detailed explanation of all expenditures). To find donors, you need to read donor's policy and to prove the relevance of the project to this policy (donor's statutory goals).

Media support and PR – create and explain promotional strategy of the project, define what kind of media you can involve, who can be ready to provide informational support and why? (read informational policies of different media), choose relevant communication channels.

(6) Project monitoring and evaluation

Proposed mechanisms and procedures for monitoring of the project – you need to choose one of possible approaches to the quality evaluation and provide concrete parameters (mechanisms). Who will analyse the quality and how often? What criteria they will use? To whom they will provide monitoring results? Do you plan to publish these results? etc. Please include some evidence of why targets and outcomes are or are not being achieved.

* Should be included in the draft (no more than 200 words)

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 4) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 5) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 6) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.