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 32
Self-directed study 158
Total 190

Course Overview
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.

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.

Intended Learning Outcomes (ILO)
At the end of the course, students will:
✓ Understand key terminology;
✓ Figure out causes and impact of corruption;
✓ 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, debates, guest lectures, critical thinking, student-group reports, projects

Content and Structure of the Course

<table>
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<tr>
<th>№</th>
<th>Topic / Course Chapter</th>
<th>Total</th>
<th>Directed Study</th>
<th>Self-directed Study</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td>Lectures</td>
<td>Tutorials</td>
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Corruption as a social phenomenon and political problem

Research and diagnostics of corruption

Anti-corruption strategies

International, national and local framework for combating corruption

Russian anti-corruption policy

Civil society against corruption

| Total study hours | 190 | 16 | 16 | 158 |

Indicative Assessment Methods and Strategy

The forms of assessment

Current assessment:
1) seminars (40 %);
2) draft of the individual or team anti-corruption project (60 %), deadline February 28, 2017.

I strongly encourage the students to work in groups of 5-6 people.

Final assessment:
1) coursework (60 %);
2) examination (40 %), including final version of the project description (20 %, deadline March 20, 2017) and presentation of the individual or team anti-corruption project (15 minutes per presentation).

The project description template

(1) Project title and overview*
Problem for solving
The main idea of the project
Background
Target audience
Project participants

(2) Objectives*
The primary aim of the project
Any secondary objectives.
Expected results of the project

(3) Project content*
Terms and schedule set for each phase
What work do you plan to do in the project?
Concrete events and acts

(4) Requirements and resources
Project participants
Material resources (project budget and potential donors or sponsors)
Media support and PR
**Readings / Indicative Learning Resources**

<table>
<thead>
<tr>
<th>Mandatory</th>
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<table>
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<tr>
<th>Optional</th>
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Brollo, Fernanda et al. 2010. The Political Resource Curse. (NBER working paper w15705)
Cava, Anita. 2011. Quid Pro Quo is “So Yesterday”: Restoring Honest Services Fraud After Skilling and Black. U.C. Davis Business Law Journal 12: 1-.


| Callahan, W. 2005. The Discourse of Vote Buying and Political Reform in Thailand. Pacific Affairs 78(1): 95-. |
Davis, Kevin E. 2010. Does the Globalization of Anti-Corruption Law Help Developing Countries?, in International Economic Law, Globalization and Developing Countries 283-306 (Julio Faundez & Celine Tan eds.)
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Year</th>
<th>Source</th>
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<table>
<thead>
<tr>
<th>Indicative Self-Study Strategies</th>
<th>Type</th>
<th>+/-</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Reading for seminars / tutorials (lecture materials, mandatory and optional resources)</td>
<td>+</td>
<td>24</td>
<td></td>
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<tr>
<td>Assignments for seminars / tutorials / labs</td>
<td>+</td>
<td>24</td>
<td></td>
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<tr>
<td>E-learning / distance learning (MOOC / LMS)</td>
<td>-</td>
<td></td>
<td></td>
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<tr>
<td>Fieldwork</td>
<td>-</td>
<td></td>
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<tr>
<td>Project work</td>
<td>+</td>
<td>70</td>
<td></td>
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<tr>
<td>Other (please specify)</td>
<td>-</td>
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<tr>
<td>Preparation for the exam</td>
<td>+</td>
<td>40</td>
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<tr>
<td>Academic Support for the Course</td>
<td>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</td>
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<tr>
<td>Facilities, Equipment and Software</td>
<td>Special facilities, equipment or software is not required.</td>
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<td>Course Instructor</td>
<td>Vandycheva Elena: <a href="https://www.hse.ru/staff/vandycheva">https://www.hse.ru/staff/vandycheva</a></td>
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