

**POLI 498: Capstone Seminar**  
Corruption and Good Governance  
(Fall 2016)

**Professor:** Mert Kartal

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**Office:** CCC 480

**Office Hours:** Monday and Wednesday 11:00AM-12:00PM, and by appointment

**Class Meeting:** Thursday 12:35PM-3:05PM (CCC 306)

**Course Website:** <https://uwsp.courses.wisconsin.edu/d2l/home/3390494>

## Overview and Goals

Since the early 1990s, there has been increased interest in the study of corruption and good governance. Building on existing theoretical foundations, substantial progress has been made in analyzing its causes and its political, social, and economic effects. A major impetus for the recent explosion of empirical work is the increasing availability of cross-national measures of corruption. Economists, political scientists, and policy analysts have examined corruption empirically in statistical analyses that attempt to sort out systematically its underlying causes, its global distribution, and its consequences. These statistical studies are complemented by other empirical work, including case studies, that rely on different sorts of evidence to investigate the scope, severity, and variety of forms of corruption.

All this is combined with a post-Cold War greater acceptance by governments, multinational corporations, and international lending agencies that corruption is a global problem that demands urgent attention. At the domestic level, corruption is considered to impede economic development, waste resources, reinforce social inequalities, undermine government performance, and, thus, erode political legitimacy. At the international level, corruption is often linked to organized crime, money laundering, arms smuggling, and narcotics trafficking. Consequently, in an increasing number of countries, nongovernmental watchdog organizations (a.k.a. anticorruption activists) have emerged to pressure governments toward greater transparency and accountability.

Designed as a capstone for Political Science majors, this course is an introduction to the study of corruption and good governance. The emphasis will be on the state of our cumulative knowledge on corruption as a policy issue that demands action both within countries and globally by a wide range of players. First, we will begin with questions of *definition* and *measurement*: How can we identify corruption in its various forms, and how can levels and the prevalence of corruption be measured? Second, we will consider the *causes* and *consequences* of corruption, as identified in existing literature. Then, we will explore a number of issues that look at corruption from different angles: foreign aid and corruption, the media and corruption, and efforts to curb corruption. We will endeavor to examine multiple dimensions and angles of this complex issue using tools and analysis from all the major political science subfields.

Given its designation, the course will be run in a **seminar** format. That is, unlike most, if not all, other undergraduate courses, each class meeting will consist of in-depth discussions of the assigned readings for the week (rather than lectures by the instructor). Therefore, **it is imperative that each and every student do all the assigned readings prior to each class session and engage the readings critically**. In an effort to help students stay on top of the assigned material, the reading load has been cut significantly (approximately 45 pages/week though not evenly distributed). *If you think you will not be able to meet this requirement for some reason, you should consider dropping the course before it is too late.*

In each class session, we will test authors' claims against the evidence they present, challenge the logic of their arguments, and question their conclusions. On some units, we will also read newspaper or magazine articles, and in others we will watch a video clip related to the issue under study. The readings are designed to introduce students to important topics in the study of corruption. The assigned readings are designed to help generate ideas for the final research paper assignment.

### **General Education Program**

This course fulfills part of the General Education Program (GEP) requirements for "Capstone Experience in the Major" and for "Communication in the Major."

#### *Capstone Experience in the Major: Learning Outcomes*

A capstone experience is meant to provide students the opportunity to make connections between the key learning objectives of their majors and the GEP Outcomes, and to consider how their educations have prepared them for the world beyond the university.

Upon the successful completion of this requirement, students will be able to ...

- ... complete a project that integrates knowledge, skills, and experiences related to those GEP Outcomes appropriate to the discipline.
- ... demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.

#### *Communication in the Major: Learning Outcomes*

Communication in the Major courses provide students with systematic opportunities to develop oral and written communication skills in the context of their chosen fields, beginning the process of learning to communicate effectively in discipline-specific formats and styles.

Upon the successful completion of this requirement, students will be able to ...

- ... apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- ... critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.

### **Course Learning Outcomes**

Upon the successful completion of this course, students will be able to ...

- ... explore the issue of corruption and good governance in today's world by combining theoretical and empirical skills from multiple areas of political science.
- ... employ advanced-level analytical and methodological skills to analyze, interpret, and critique important work on the issue of corruption and good governance.
- ... integrate knowledge, skills, and experiences from political science in order to come up with an interesting research question on the issue of corruption and then explore that question in an extended paper and oral presentation.
- ... create a classroom atmosphere that allows for creative, respectful, and wide-ranging discussion of complex ideas and problems.

## Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- Attendance and Participation: 30%
- Seminar Lead: 15% total (first one: 5%; second one: 10%)
- Reading Annotations: 10% total (first one: 4%; second one: 6%)
- Research Proposal: 5%
- Research Presentation: 10%
- Final Research Paper: 30%

Your final point total for the semester will translate into letter grades as shown below: (The scale may be revised if needed.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

**Attendance and Participation:** As a capstone senior seminar, this course assumes that students are well versed in various aspects of Political Science and have developed the requisite skills of theoretical and empirical analysis so that they can engage with sophisticated material without an inordinate amount of guidance or orientation from the professor. As a capstone experience, this course will be run similarly to a graduate-level seminar. What that means is that instead of the professor lecturing, most—if not all—of class time will be spent discussing the assigned readings for that week, and all students are expected to contribute to these discussions. For this reason it is vitally important that students come to class having completed the assigned reading, thought about it, and noted down comments or questions to contribute to that week’s discussion. There are various ways to contribute to class discussion, including answering oral questions, posing questions, listening attentively to others, and taking notes. Students will be considered participating members if they regularly contribute relevant ideas to class discussion *and* actively listening to others when they are speaking. The rubric that will be used to assign grades for participation is included at the end of the syllabus.

Obviously, a student cannot contribute if (s)he is not present, so regular attendance is of vital importance. (Office hours are not to be used to teach material that was covered in a class to students who missed that class.) Students are expected to attend all class sessions but may be excused if they have a justifiable reason.

There are no penalties for the first unexcused absence, but this will be counted when calculating the penalties that start after you have had one unexcused absence. More than one unexcused absence will result in a lowering of your attendance and participation grade; if you miss more than four classes during the semester, you will automatically receive an “F” for Attendance and Participation. This means that you could receive anywhere from 59% to 0% of the total possible 30 points for Attendance and Participation, and risk failing the course.

Excused absences do not count against these limits. Excused absences are defined as illness (with a doctor’s note), funeral of a family member (with appropriate documentation), a university-related function (with appropriate documentation).

**Seminar Lead:** In addition to active weekly participation in discussions, each of you (usually in tandem with another classmate) will lead the seminar's weekly discussion twice during the course of the semester. This requires developing questions and topics for discussion as well as locating any news of current events or multimedia that will contribute to the class's understanding of the material.

In preparation for this assignment, the student(s) will put together a handout consisting of a brief outline of key points in the reading and a list of discussion questions on the topic for that week. The handout should be submitted to me (at mkartal@uwsp.edu) (either in .doc or .docx format) before Wednesday 8:00AM. I will post the handout on the course's D2L page at least 24 hours before class in an effort to give all of you enough time to arrange your thoughts/comments and prepare for discussion.

Discussion leaders will be expected to "kick off" discussion with some motivating questions AND to steer the discussion along (with the help of the professor) so that we cover as much of the material and its key themes as possible. Students will be graded on their preparation and their skill in helping to guide the discussion.

**Reading Annotations:** Over the course of the semester, each student will write a total of two reading annotations on two assigned academic journal articles. Reading annotations should be at least 500 words and must be posted to the discussion board on the course's D2L site the night (by 8:00PM) before that week's class session so that all students can access them before coming to class. Detailed instructions for this assignment are given at the end of the syllabus.

**Research Proposal, Research Presentation, and Final Research Paper:** The major written assignment is a 5000-word research paper on a topic of the student's choosing. The final paper is due on Sunday, December 18 at 11:59PM. Early in the semester, students will submit research paper proposals that I will review and give feedback on. The proposal is due on Thursday, October 13 at 12:30PM. Additionally, during the final three weeks of the semester, students will formally present their research paper to the class. The main goal of the presentation is to give students an opportunity to share their research with their classmates and get feedback on their research paper before submitting the final draft. That is, research presentations will serve as peer review sessions to provide feedback on the research papers before the final drafts are due.

**Missed Assignments:** Please take note of all assignment dates, and make plans around them. Late submissions will be penalized 10 percentage points (e.g., from 90% to 80%) for each day or fraction of a day late. I understand that emergencies happen. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., notes from doctors, emergency room personnel, etc.) in all instances. Unlike a written assignment, there will be NO MAKE-UP for the oral assignments (i.e., "Attendance and Participation" and "Seminar Lead") EVEN IF you provide official documentation for your absence.

**Re-grading Policy:** If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such "cooling-off" period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment in question within 72 hours. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a very specific and justifiable reason before asking us to make any changes; this is not a risk-free process!

## Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first two weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

## Communications and Technology

**Contacting me:** I strongly encourage you drop in to my office hours (no need to set up an appointment) or set up a meeting if there is anything you would like to discuss about the course. My office hours are the time for you to get individual help. You can come see me during office hours to clear your mind about issues/terms that you feel you do not quite understand and/or to talk about any course-related issue that you would rather not bring up in front of your fellow classmates, etc.

I generally answer emails very quickly from Monday 8:30AM to Friday 4:30PM. (Feel free to email me again if you do not hear within 24 hours during these times.) However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at in-person meetings.

**D2L:** There is a D2L page set up for this class: <https://uwsp.courses.wisconsin.edu/d2l/home/3390494>. I strongly encourage you to access this webpage regularly and get accustomed to using it. There you will find the syllabus and other materials that you will need as they become available. The D2L page contains also a news box that I will use to post announcements.

## Academic Integrity and the Honor Code

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university's rules and procedures for student academic misconduct (<http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>) as well

as the UWSP “Student Academic Standards and Disciplinary Procedures” section of the Rights and Responsibilities document, Chapter 14 (<http://tinyurl.com/hf9bp7n>).

## Classroom Etiquette

Please remember to turn off your cell phones before coming to class. Arriving late or leaving during class is usually disruptive both for me and for your classmates. Please make every effort to be on time. If you come to class, plan to stay for the whole session. If you know in advance that you have to leave early, let me know before class begins.

## Course Resources

Readings for each week are indicated on the syllabus and should be completed prior to the class meeting of the week for which they are assigned. The main textbook for this course is *Routledge Handbook of Political Corruption* (Routledge 2015) by Paul Heywood (ed.), which is available through Text Rental. (Hereafter referred to as “Handbook.”) Other required readings are posted on the course’s D2L website.

The subject matter of the course is an issue that transcends national boundaries. It exists more or less everywhere, in many types of society. Readings are relentlessly interdisciplinary. To the greatest extent possible, no background knowledge is expected or required. Some of the assigned readings, however, present statistical/econometric evidence. The course emphasizes the substantive implications (e.g., [factor A] is associated with [factor B], where factor A is, for instance, corruption, and factor B is quality of democracy) and not the statistical modeling and estimation. While some papers might assume that the reader knows certain techniques, knowing the techniques is not a prerequisite for taking this course. The technical component found in some of the papers is not an obstacle to understanding the substantive message that the paper tries to convey. In reading pieces with quantitative analyses, students should try to grasp the logic of the argument which can be done without recourse to econometrics.

## Course Schedule

### Week 1: Introduction

- No reading

September 8: Course Overview

### Week 2: Understanding Corruption

- *Handbook*, pp. 17-27 and 30-39
- Gardiner, John A. 2002. “Defining Corruption.” in *Political Corruption: Concepts & Contexts* by Arnold J. Heidenheimer and Michael Johnston (eds.), pp. 25-39.

September 15: What is corruption?

### Week 3: Measuring Corruption

- *Handbook*, pp. 137-151 and 172-180
- Transparency International Corruption Perceptions Index: <http://www.transparency.org/research/cpi/overview>
- Transparency International Global Corruption Barometer: <http://www.transparency.org/research/gcb/overview>
- World Bank Worldwide Governance Indicators; <http://info.worldbank.org/governance/wgi/index.aspx#doc>
- Freedom House Nations in Transit: <https://freedomhouse.org/report/nations-transit-methodology>

September 22: How is corruption measured?

#### **Week 4: Causes of Corruption**

- *Handbook*, pp. 79-90 and 95-108 and 121-130
- Dollar, David, Raymond Fisman, and Roberta Gatti. 2001. "Are Women Really the 'Fairer' Sex? Corruption and Women in Government." *Journal of Economic Behavior & Organization* 46 (4): 423-429.
- Goel, Rajeev K. and Michael A. Nelson. 2007. "Are Corrupt Acts Contagious? Evidence from the United States." *Journal of Policy Modeling* 29: 839-850.

September 29: What causes corruption?

#### **Week 5: Culture of Corruption**

- Manion, Melanie. 2004. *Corruption by Design: Building Clean Government in Mainland China and Hong Kong*. Cambridge: Harvard University Press. pp. 1-23.
- Oldenburg, Philip. 1987. "Middlemen in Third-World Corruption: Implications of an Indian Case." *World Politics* 39 (4): 508-535.
- Fisman, Raymond and Edward Miguel. 2007. "Corruption, Norms, and Legal Enforcement: Evidence from Diplomatic Parking Tickets." *Journal of Political Economy* 115 (6): 1020-1048.

October 6: How may corruption corrupt?

#### **Week 6: Democratization and Corruption**

- Keefer, Philip. 2007. "Clientelism, Credibility, and the Policy Choices of Young Democracies." *American Journal of Political Science* 51 (4): 804-821.
- Montinola, Gabriella R. and Robert W. Jackman. 2002. "Sources of Corruption: A Cross-Country Study." *British Journal of Political Science* 32 (1): 147-170.
- Rose-Ackerman, Susan. 2001. "Political Corruption and Democratic Structures." in *The Political Economy of Corruption* by Arvind K. Jain (ed), pp. 35-58.
- Weyland, Kurt. 1998. "The Politics of Corruption in Latin America." *Journal of Democracy* 9 (2): 108-120.

October 13: Does democracy foster or curb corruption?

**\*\*\*\*\* RESEARCH PROPOSAL DUE ON THURSDAY, OCTOBER 13 AT 12:30PM\*\*\*\*\***

#### **Week 7: Consequences of Corruption (Day 1)**

- *Handbook*, pp. 199-208, 212-223, 242-250, and 253-266

October 20: What are some of the economic and political effects of corruption?

#### **Week 8: Consequences of Corruption (Day 2)**

- *Handbook*, pp. 328-344
- Schwartz, Alan, Walt Bogdanich, and Jacqueline Williams. 2016. "N.F.L.'s Flawed Concussion Research and Ties to Tobacco Industry." *The New York Times*. Available here: <http://www.nytimes.com/2016/03/25/sports/football/nfl-concussion-research-tobacco.html>
- Bertrand, Marianne, Simeon Djankov, Rema Hanna, and Sendhil Mullainathan. 2008. "Corruption in Driving Licensing Process in Delhi." *Economic & Political Weekly* 43 (5): 71-76.
- Davis, Kristina. 2014. "DMV Bribes Put Unsafe Drivers on Streets." *The San Diego Union Tribune*. Available here: <http://tinyurl.com/jru4r8w>
- Nichols, Sharon L. and David C. Berliner. 2008. "Why Has High-Stakes Testing So Easily Slipped into Contemporary American Life?" *The Phi Delta Kappan* 89 (9): 672-676.
- Aviv, Rachel. 2014. "Wrong Answer." *The New Yorker*. Available here: <http://www.newyorker.com/magazine/2014/07/21/wrong-answer>

October 27: Are there any other effects of corruption?

### **Week 9: Foreign Aid and Corruption**

- Lancaster, Carol. 2000. "Aid Effectiveness in Africa: The Unfinished Agenda." *Journal of African Economies* 8 (4): 487-503.
- Easterly, William and Tobias Pfitze. 2008. "Where Does the Money Go? Best and Worst Practices in Foreign Aid." *Journal of Economic Perspectives* 22 (2): 29-52.
- Easterly, William. 2003. "Can Foreign Aid Buy Growth?" *Journal of Economic Perspectives* 17 (3): 23-48.
- Filkins, Dexter. 2009. "Afghan corruption: Everything for sale." *New York Times*, 2 January 2009. Available here: <http://www.nytimes.com/2009/01/02/world/asia/02iht-corrupt.1.19050534.html>

November 3: Does foreign aid promote development?

### **Week 10: Information, Media, and Corruption**

- *Handbook*, pp. 347-355
- Brunetti, Aymo and Beatrice Weder. 2003. "A Free Press Is Bad News for Corruption." *Journal of Public Economics* 87 (7-8): 1801-1824.
- Roberts, Alasdair. 2006. *Blacked Out: Government Secrecy in the Information Age*. Cambridge: Cambridge University Press, pp. 107-123.

November 10: Can the media be trusted?

### **Week 11: Anticorruption Reform**

- Manion, Melanie. 2004. *Corruption by Design: Building Clean Government in Mainland China and Hong Kong*. Cambridge: Harvard University Press. pp. 27-83.
- Sandholtz, Wayne and Mark M. Gray. 2003. "International Integration and National Corruption." *International Organization* 57 (4): 761-775 and 780-788.

November 17: (How) can the problem of corruption be fixed?

### **Week 12: Thanksgiving**

- *No Reading*

November 24: No class (Happy Turkey Day!)

### **Week 13: Research Presentations (Day 1)**

- No reading

December 1: Student Presentations

### **Week 14: Research Presentations (Day 2)**

- No reading

December 8: Student Presentations

### **Week 15: Research Presentations (Day 3)**

- *No reading*

December 15: Student Presentations

**\*\*\*\*\* FINAL RESEARCH PAPER DUE ON SUNDAY, DECEMBER 18 @ 11:59PM \*\*\*\*\***



## Rubric for Assessing Participation

	<b>Strong</b>	<b>Needs Development</b>	<b>Unsatisfactory</b>
<b>Listening</b>	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
<b>Preparation</b>	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
<b>Quality of Contributions</b>	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
<b>Impact on Seminar</b>	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
<b>Frequency of Participation</b>	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

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## Instructions for Reading Annotations

Over the course of the semester, each student will write a total of two annotations on two assigned academic journal articles. Students may submit only one annotation for a given week, and they must sign up for two weeks other than the ones for which they are scheduled to lead discussion.

Reading annotations should be at least 500 words. When it is your week, please make sure to post your annotation to the discussion board on the course's D2L site by Wednesday 8:00PM. Doing so will give your classmates a chance to access your annotation before coming to class on Thursday.

Reading annotations should ...

- ... succinctly and as completely as possible summarize the main points in the text and do so in a way that is accessible and organized to the reader. These annotations then serve as notes that all of us can return to when we want to recall the most important information in this source. In particular, you should focus on the main arguments being made and summarize them for the reader. *This part should take about two-fifths of the assignment.*
- ... offer some analysis and assessment of this piece and its significance. Is the argument/evidence persuasive? Which piece of the puzzle does it fill in for us? What does it not do? How does it relate to and inform the debate in relation to other things we have read or discussions we have had? What are the strengths and what are the shortcomings of this particular piece? *This part should take about three-fifths of the assignment.*
- ... offer a few questions at end. Questions may either be ones for discussion or for clarification, or may be ones that arise from the reading itself. In other words, based on this piece what are some important questions that arise and still need to be answered? *These questions will not count towards the word limit.*

Please make sure to proofread! Spelling and grammatical mistakes, awkward sentence structure, or unclear organization distract the reader from the ideas you are trying to present. Pay attention to these things and make sure to edit your reading annotation carefully before you hand it in. Do not rely solely on your computer's spell check function, as this does not catch all spelling and grammatical mistakes. Editing and proofreading are essential!

### Sample Format for Heading and Title

Name-Last Name  
POLI 498  
Date of class session

**Reading Annotation:** Gardiner, John A. 1993. "Defining Corruption." *Corruption and Reform* 7 (2): 111-124.

[Followed by annotation and questions]

## Research Proposal, Presentation, and Final Research Paper

The ultimate goal of this course for each student is to come up with a polished research paper, which may be submitted to an undergraduate conference and/or used as a writing sample for a job application or when applying for graduate school. In this research paper, you will explore a political science question related to the issue of corruption, which is an overarching topic lending itself to exploration in all the subfields of political science. Therefore, you should be able to find a topic that you are interested in that fits within the political science subfield with which you are most familiar and feel most comfortable.

Similarly, this topic lends itself to exploration using a variety of methods, from quantitative/qualitative to formal modeling or to political theory. The choice of approach or methods of course will depend on the question you are exploring. If you like quantitative methods, there are some databases out there that you could explore and put together a proposal for a quantitative study. Alternatively, the student who enjoys political theory could analyze the work of one or more political theorists on the topic of corruption. Finally, many students with interests either in American, Comparative, Political Economy or International Relations will have plenty of choices of topics for a traditional college research paper that relies primarily on secondary sources.

A successful paper will not only identify an interesting topic, but pose an interesting question and offer a clear thesis in response to this question. In other words, what you should avoid doing is writing a purely descriptive or narrative type paper: this happened, then that followed, then this... You will also find that there are often different answers to the same question. Your paper should reflect the ability to identify different approaches and to decide which you think is the most fruitful and why. Here follow descriptions of a few different models of types of papers:

*Traditional Research Paper:* You begin by deciding on a topic you are interested in working on and you start doing reading on this topic to see what scholars have written about it. You eventually narrow down your topic to a compelling and interesting empirical question to which you can offer a reasonable answer based on analytical reasoning and/or empirical evidence. For example, you are interested in better understanding the causes of corruption in post-communist Europe. Instead of trying to focus on all the possible causes, you decide to hone in on Eastern European countries' transition to market liberalism in the 1990s, and in the end you decide to study the impact of privatization on corruption, say, in Poland.

*Quantitative Analysis:* Based on the literature, you identify a hypothesis that you can test by looking at existing data. This would involve some sort of quantitative analysis, and you would need to connect it to the existing literature. You would need to come up with a testable hypothesis and carry out the data analysis. In your paper, you would first offer a bit of a literature review on your question, then describe your analysis, methodology, and conclusions.

*Political Theory Paper:* The topic of corruption and good governance has been an important one in political theory. You could write a paper that examines the work of one or more political theorists on corruption (e.g., Aristotle, Rousseau, Weber etc.).

Regardless of the type of paper you would like to write in this class, **I strongly encourage you to consult with me on your paper topic ASAP in person.**

Your **research proposal** (consisting of two-to-three double-spaced pages plus a preliminary bibliography) should be submitted to me via the "DropBox" folder set up for this assignment on the course's D2L site on or before **Thursday, October 13 at 12:30PM**. In your proposal, you should give some background on the topic you plan to cover, indicate the sort of question(s) that you are interested in exploring in your research paper, and summarize your major argument, and provide some ideas about how you will carry out the rest of your research. Writing this research proposal is a way for me to see what direction you are heading in and to be able to give you feedback on the appropriateness of the topic, as well as suggestions, early on in the research process. You should include an initial list of possible sources at the end of your proposal.

**Research presentations** will take place during the last three weeks of the semester. The main goal of the presentation is to give students an opportunity to share their research with their classmates and get feedback on their research paper before submitting the final draft. That is, research presentations will serve as peer review sessions to provide feedback on the research papers before the final drafts are due. Here is the rubric I will use to grade your research presentation:

*A grade*

- Presentation is clearly and logically organized
- Presentation adheres to appropriate and assigned time limits
- Presentation format is appropriate to the audience and material
- Presentation is on original research question(s)
- Presentation demonstrates higher order thinking, analysis, synthesis and evaluation based on appropriate methodologies
- Presentation shows independent thought and significant critical analysis of the material
- Graphs and Charts presented are appropriate to the material
- Presentation prompts questions, comments, analysis from audience

*B grade*

- Presentation is clearly and logically organized
- Presentation adheres to appropriate and assigned time limits
- Presentation format is appropriate to the audience and material
- Presentation appropriately summarizes content under review
- Graphs and Charts presented are appropriate to the material
- Presentation prompts questions, comments, analysis from audience

*C grade*

- Presentation is general clear and logical
- Presentation goes over assigned time limits
- Presentation format is inappropriate to the audience and material
- Presentation demonstrates little critical analysis or thought
- Research question is not original
- Graphs and Charts are not used, or are not appropriate to the material, or are incomprehensible

*D or F Grade*

- Presentation is poorly organized
- Presentation show minimal familiarity with materials in question
- Research question is not well define
- Analysis is flawed
- Time limits are not followed
- Charts and Graphs are not used or are incomprehensible
- Presenter shows little familiarity with material
- Presentation contains no critical analysis or independent thought
- Presentation is inappropriate either in content or format

The **final research paper** assignment must be 5000 words formatted properly (e.g., double-spaced, 12-point Times New Roman fonts, one-inch margins). If your paper is more than 5,500 words long, it will lose 5% plus another 5% for every additional 500 words above 5,500. There is no automatic penalty for papers shorter than 5,000 words, but if you paper is shorter than 4,500 words, you have probably not done enough research or provided enough explanation. The reference section or bibliography does not count toward the word total. The rubric I will use to grade your final research paper is given on the next page. Importantly, the paper is due in the appropriate D2L Dropbox on **Sunday, December 18 at 11:59PM**.

## Main Grading Standards for the Final Research Paper

Here is the rubric that will be used to determine your paper grade. Rough weights for each item are given, but occasionally particularly strong performance on one item may outweigh weaker performance on another. Also note that many of the items are related, making it hard to excel in one if there are significant weaknesses in some of the others.

If you have any questions about any of these guidelines, please be sure to see me during office hours.

	Points Possible
Does the paper fully comply with the topic requirement?	10
Does the paper demonstrate detailed knowledge of the topic?	10
Does the paper fully utilize (and demonstrate understanding of) relevant sources from class?	10
Does the paper fully engage with at least two relevant and competing theoretical explanations covered in the literature?	10
Does the author take a stand on the question (i.e., does the author have a thesis)?	5
Is it clear what the author's thesis is?	10
Is the author's argument free of contradictions?	5
Is it clear how everything in the paper is related to the central argument?	5
Does the paper cite at least TEN reputable sources from outside class?	5
Do the outside sources substantially contribute to the argument or provide relevant background not from class?	5
Does the paper have an overall structure that is logical and easy to understand?	5
Does the paper include a well-written introduction and conclusion? The introduction should give the research question, the author's answer to the question, and a roadmap for topics to be discussed in the paper.	5
Does the paper have sentences that are clear, easy to understand, and professional in tone?	5
Does the paper use proper English grammar, spelling, and punctuation?	5
Does the paper properly and consistently use one of the following citation formats? APSA, APA, MLA, or Chicago/Turabian	4
Does the essay include a title, the author's name, the date, the name of the class?	1
<b>Total</b>	<b>100</b>

### **A few words on plagiarism...**

Plagiarism is the act of improperly using someone else's words or ideas as if they were your own. As such, plagiarism is the theft of intellectual property, and this is no less serious than the theft of material property.

In academia, it is actually worse. Plagiarism is the ultimate sin, and this applies as much to me as a professor as it does to you as a student. There are no "degrees" of plagiarism; one little offense, no matter how small it may appear, is as devastating as "borrowing" an entire book. Whatever form it takes (downloading and reformatting an article, "buying" an essay, taking a "free" paper off the internet, turning in another student's work, failing to cite a source, neglecting necessary quotation marks, etc.), there is no excuse for plagiarism, and it will get you in a lot of trouble.

The MINIMUM penalty for a violation of academic integrity is a zero for the assignment. The matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future. Do not put yourself (and me) into what will be a very uncomfortable situation with very serious consequences.

### **A few words on writing skills...**

Importantly, I presume that you know how to write using proper grammar, appropriate style, and so forth, and your papers will be graded accordingly. We will NOT devote class time to a discussion of these issues, and I will only make minimal comments on your papers concerning basic grammatical problems and stylistic issues. The purpose of this course is not to teach you to write; it is to engage you in discipline-specific writing. If you have any concerns about your writing skills, please see the announcement from the Writing Lab in the Tutoring-Learning Center below.

"The Writing Lab in the Tutoring-Learning Center (TLC) offers free one-on-one help with papers for any class at any point in the writing process, from outlining to checking a completed paper before submission. The writing tutors are UWSP students who have done well in their classes and who are here to share their successful writing habits to help others succeed. Talking about writing projects always makes them better, and the tutors in the lab are eager to help. Drop in room LRC 018 or call (715) 346-3568 for an appointment.

#### **Fall 2016**

##### Writing Lab (Drop-in or by appointment)

Monday, Tuesday, Wednesday, Thursday  
9:00AM to 8:00PM  
Tutoring-Learning Center LRC 018  
Cost: Free

##### Writing Lab (Drop-in or by appointment)

Friday  
9:00AM to 1:00PM  
Tutoring-Learning Center LRC 018  
Cost: Free

For more information, see <http://www.uwsp.edu/tlc/Pages/writingReadingTutorials.aspx>.