

PPOL61000
Prevention and Combating of Corruption in Public and Private Sectors

Instructor:

Dr. Michael Tyrala

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Room 4339, 4/F, Academic Building
(Office hours by appointment)

Teaching Assistant:

Samaila Garba

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Time: Tuesdays, 10:30-13:20

Place: Room 1027, LSK Building (40)



Course Description:

As one of the earliest concerns of moral and political discourse, corruption has long blighted human affairs, and it represents one of the most serious global threats of our time. Its effects are wide-ranging, with corruption having been found to distort human judgement, warp the organizational cultures of governmental and business institutions, undermine economic and political development, increase poverty, compromise human rights, corrode the integrity of economic and political systems, cause extreme inequalities, destroy public confidence in governments and markets, and undercut environmental protection and climate change policies. In this course, we will connect theory with practice to identify the causes and consequences of public and private sector corruption in different policy areas and contexts, and analyze the effectiveness of a wide variety of responses, measures, and strategies designed to prevent and combat it. The course will be useful to those pursuing a career in the public and private sectors, international organizations, civil society organizations, journalism, or academia, with a particular focus on ethics and integrity, good governance, and the role of modern technologies in both facilitating and fighting corruption.

Course Objectives:

This course is designed to equip students with fundamental theoretical and practical knowledge of corruption and its devastating effects, best practices in how to prevent and combat corruption, as well as linkages between corruption and different topics such as good governance, comparative politics, whistleblowing, justice systems, human rights, gender, education, citizen participation, and peace and security.

Upon successfully completing the course, students will be able to:

- Grasp and internalize the importance of integrity and ethics to everyday life, as well as to key global issues covered by the Sustainable Development Goals.
- Describe and measure the forms and manifestations of public and private sector corruption, and understand their causes and consequences.
- Identify the strengths and weaknesses of different responses, measures, and strategies designed to prevent and combat public and private sector corruption, and demonstrate how to implement them.
- Critically discuss the role of modern technologies like blockchain, smartphone applications, and open data web platforms in detecting and investigating corruption.
- Analyze corrupt practices and the effectiveness of anti-corruption frameworks from the perspective of global ethics and universal values while leaving room for diverse regional and cultural perspectives.

Course Structure:

This course draws on modules prepared by the United Nations Office of Drugs and Crime (UNODC), and the Global Resource for Anti-Corruption Education and Youth Empowerment (GRACE). It combines lectures, class and online discussions, short documentaries, expert guest speakers, and individual and group work to familiarize students with the various multifaceted issues related to the prevention and combating of corruption in public and private sectors. The approach is multidisciplinary, drawing on insights and methods from public policy, political science, global political economy, international relations, and development studies, and blends theory with practice through exposure to numerous real life case studies. The course is open to MPP, MPM, and other PG/UG programs.

Overview of Assessment:

Assessment Task	Weight	Date
Attendance and Active Participation (Discussions of lectures, documentaries, required readings, etc.)	20%	Throughout
Group Presentation (A 25-minute group presentation followed by a 5–10-minute Q&A session)	20%	Depends on the topic
Research Paper – National Anti-Corruption Strategy (A 1,500–2,000-word research paper in the form of a national anti-corruption strategy modeled on the guidelines and best practices of the UNODC)	20%	May 19
Final Quiz (A combination of multiple choice, short-answer, and long-answer questions based on material from the whole course)	40%	May 14

Explanation of Assessment:

(1) ATTENDANCE AND ACTIVE PARTICIPATION (20%)

Attendance is mandatory, unless the student in question has a well-documented reason, which should ideally be provided to my teaching assistant **Mr. Samaila Garba** at sgarba@connect.ust.hk before the missed class, or in cases of emergencies as soon as possible after the missed class.

Lectures will frequently be interspersed with and followed by class discussions, and the Canvas discussion board will be available to contribute to on a weekly basis as well.

There is a substantial amount of required readings to be done individually by each student in this course (on average around 40-45 pages per week). Students are expected to set aside sufficient time to complete this mandatory reading load before each meeting, and use the class discussions and activities, the weekly Canvas discussion boards, and the Q&A sessions to demonstrate that they have done so. Only students

that actively participate on a regular basis through clear, concise, and insightful comments, and by asking pertinent questions that enhance the debate will be able to receive full credit for this part of the assessment. The quantity of engagement matters, but so does its quality, so while any and all eligible participation is welcome and will be counted, not all interventions will necessarily be worth the same.

(2) GROUP PRESENTATION (20%)

Every student is required to give a presentation on one case of a major corruption scandal, its outcomes, and the legislative and/or regulatory impact it has had vis-à-vis anti-corruption efforts, using their knowledge of the relevant themes of the course (covered in the lectures and the required readings up to that point). Each presentation topic will be covered by a group of about four students. Each presentation should last about 25 minutes, and will be followed by a 5–10-minute Q&A session. The presentation grade will have an individual component (10/20) as well as a group component (10/20). The presentation slides should be provided to me before the class, and the final slide should contain the full list of references that were used to research the case. During your research, make sure to use academic sources, and only the most credible institutional, policy, think tank, and media sources. The groups will be formed by the students themselves (or otherwise randomly assigned by me), and the cases will be assigned randomly by Week 3 (February 20).

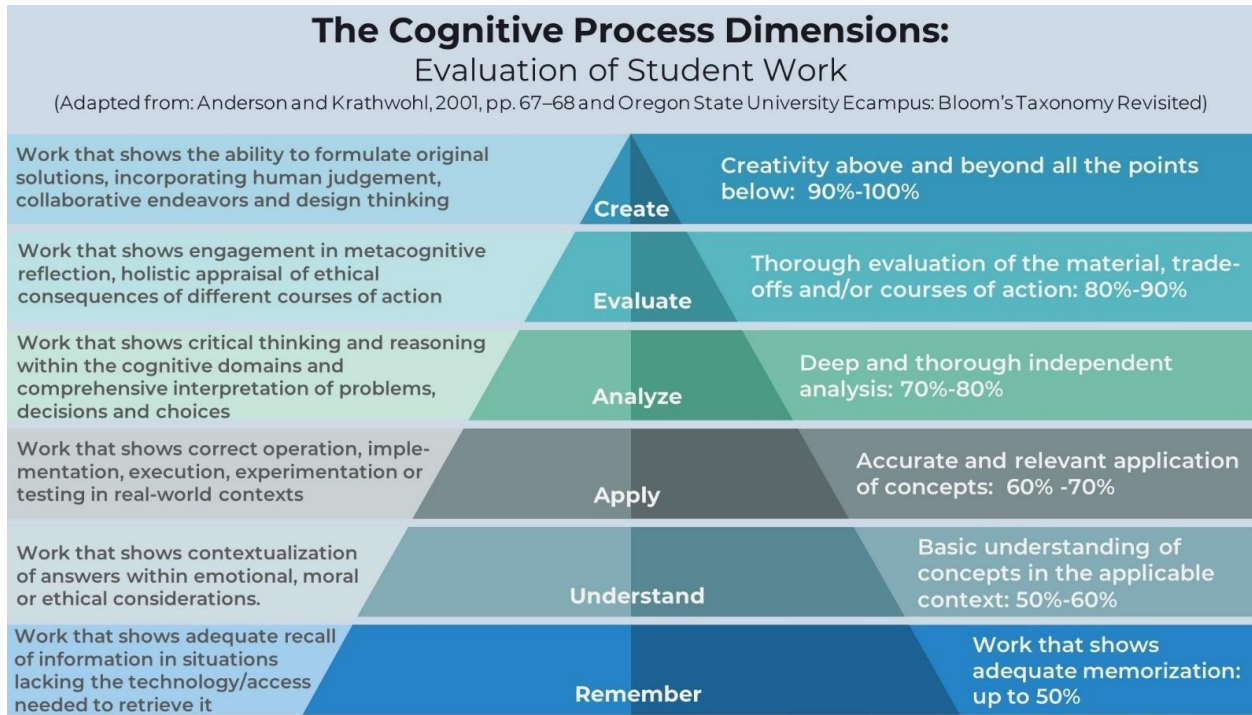
(3) RESEARCH PAPER – NATIONAL ANTI-CORRUPTION STRATEGY (20%)

Every student is required to write and submit to Canvas a 1,500–2,000-word research paper in the form of an ambitious but realistic national anti-corruption strategy modeled on the guidelines and best practices of the UNODC. The chosen country/jurisdiction must be different from that of the student's citizenship (e.g., Mainland Chinese students cannot choose Mainland China, Hong Kong students cannot choose Hong Kong, etc.), and each strategy needs to contain the following elements: (1) a brief note on the drafting process; (2) a preliminary diagnosis and situation analysis of corruption in the chosen country/jurisdiction; (3) a formulation of anti-corruption measures tailored to tackle the specific corruption challenges facing the chosen country/jurisdiction; (4) a brief note on how to ensure effective implementation; and (5) a monitoring, evaluation, and reporting plan. Since this is a research paper, students should mostly use academic sources. Credible institutional, policy, think tank, and media sources are permitted as well, but they should not constitute a majority of the sources. Overall, students must meaningfully use at least 20 English language sources. All foreign language sources must be fully translated into English. The research paper is due on May 19 by 23:59.

(4) FINAL QUIZ (40%)

In Week 15 (May 14), a 3-hour open book final quiz will be administered in class. It will consist of 8 multiple choice questions, 4 short-answer questions (around 200-word answers each) and 2 long-answer questions (around 600-word answers each) based on material from the required readings and the lectures from the whole course.

Course Grading:



Course Schedule:

LECTURES	
Time: Tuesdays, 10:30-13:20	
Place: Room 1027, LSK Building (40)	
WEEK 1	(Feb 6): Course introduction
WEEK 2	(Feb 13): Lunar New Year (NO CLASS)
PART I:	
BASIC CONCEPTS AND THEORETICAL UNDERPINNINGS	
WEEK 3	(Feb 20): Corruption and its global impact – What is corruption, what are the different approaches to measuring it, and how does it relate to pressing global problems?
WEEK 4	(Feb 27): Corruption and good governance – What is good governance, how does it relate to corruption, and what tools does it offer for prevention and combating of corruption? + Presentation [1]

WEEK 5	(Mar 5): Corruption and comparative politics – How does corruption manifest in different types of political systems (democratic, hybrid, and authoritarian), and how are political parties and political financing affected by corruption? + Presentation [2]
PART II: PREVENTION AND COMBATING OF CORRUPTION IN PUBLIC AND PRIVATE SECTORS	
WEEK 6	(Mar 12): Public sector corruption – What is bribery, embezzlement, illicit enrichment, trading in influence, abuse of functions, patronage, nepotism, cronyism, and other common acts and manifestations of corruption in the public sector, and what effective controls and accountability mechanisms are available to public policy professionals tasked with designing public institutions and processes in a manner that limits the incentives and opportunities for corruption, such as in public procurement and state-owned enterprises? + Presentation [3]
WEEK 7	(Mar 19): Private sector corruption – What is commercial bribery, extortion and solicitation, gifts and hospitality, fees and commissions, collusion, trading of information, and other common acts and manifestations of corruption in the private sector, and what role does the private sector play in fighting corruption more broadly in society, particularly in collaborative efforts such as collective action projects and public-private partnerships? + Presentation [4]
WEEK 8	(Mar 26): Detecting and investigating corruption – How do we know when corruption takes place, what kind of environment will make it difficult to conceal corrupt behavior, and how can modern technologies like blockchain, smartphone applications, and open data web platforms contribute to detecting and investigating corruption? + Presentation [5]
WEEK 9	(Apr 2): Mid-Term Break (NO CLASS)
WEEK 10	(Apr 9): Citizen participation in prevention and combating of corruption – Why is citizen participation so important in the fight against corruption, what tools and opportunities for active citizen engagement are there, and what is the role and responsibility of the media (including social media) and civil society organizations in the fight against corruption? + Presentation [6]
PART III: THE IMPACT OF CORRUPTION ON SELECTED KEY ISSUE AREAS	
WEEK 11	(Apr 16): Corruption and human rights – How does corruption affect the protection and enjoyment of human rights, which specific human rights can be violated by corruption, and how can anti-corruption measures themselves pose human rights problems? + Presentation [7]

WEEK 12	(Apr 23): Corruption and gender – What impact might gender have on corruption in different contexts, and what are the ways in which corruption can maintain and exacerbate gender inequalities? + Presentation [8]
WEEK 13	(Apr 30): Corruption in education – How does corruption pose a threat to the quality of education, what wider ramifications for society does this carry, and what are the unique challenges to anti-corruption strategies in the educational sector and in different educational contexts? + Presentation [9]
WEEK 14	(May 7): Corruption in the area of peace and security – How does corruption in the defense sector affect security forces, peace operations, and defense procurement, and what are the different ways in which it can act as a driver of instability and conflict, and an obstacle to peace, security, rule of law, and human rights? No class due to a field trip to Hong Kong’s Independent Commission Against Corruption (ICAC).
WEEK 15	(May 14): FINAL QUIZ