Syllabus PS-594:
Governance, Accountability, and Corruption
Professor Sarah Brierley
Fall 2017

1 Introduction

• Welcome to PS-594! I look forward to meeting you. If you have questions now or throughout the course please email me at sabrierley@wustl.edu.

• I reserve the right to update any aspect of this syllabus. Last updated: September 20, 2017.

2 Course description

The adoption of democracy is thought to encourage the establishment of public institutions that are responsive to the needs of citizens. Despite the introduction of electoral democracy across all regions, challenges of bad governance, high levels of corruption and low levels of accountability remain. This seminar provides an introduction to the comparative literature on three important outcomes: governance, corruption, and accountability. We will discuss how to conceptualize and measure these outcomes, and explore academic research that seeks to uncover the factors that influence them. While much of the literature we cover will discuss these challenges in the context of democracies in the Southern hemisphere, we will also explore important historical and theoretical work from the United States and Europe.

3 Logistics

• The class will meet Wednesdays from 4-6pm in 284 Seigle.

• You need to come to each session and participation will count towards your final grade.

• You will need to do the readings before coming to each session.

• Office Hours: I will hold office hours on Mondays from 3-5pm.

4 Course books

You will need to purchase two books for the course:

• David Gingerich. 2013. Political Institutions and Party Directed Corruption in South America. CUP.

• Anna Grzymala-Busse. 2007. Rebuilding Leviathan: Party Competition and State Exploitation in Post-Communist Democracies. CUP.
5 Grading

Your grades will be calculated according to the following breakdown:

- **Class participation and response memos (20%)**: All students are expected to have done the required readings and contribute to the class discussion. To facilitate discussion, each student is expected to write a short response memo based on the assigned readings. Guidelines on the memos are below. **You are not expected to submit a memo every week.** During the course of the semester you must each submit four memos.
  - The memo should be roughly 2 pages long. You can focus on one particular article/chapter or make connections across readings.
  - Your memo should summarize the argument and evidence of the work in question, but it should do something more: articulate alternative explanations, link to other work, and propose extensions. Questions to consider are: what is the authors' argument? Do the data support the argument or what additional data is needed? Is there alternative argument to the patterns displayed? What directions for future research arise from the paper? How would you go about conducting future research on this topic?
  - These response memos should be submitted in the class Box no later than Tuesday (at noon) before class. Please read other students papers before class.

- **Class discussant (20%)**: One student will be in charge of leading our discussion, and every seminar participant will have to perform as discussant 3-4 times in the semester. The discussants should prepare a list of discussion questions or main points and submit these no later than Tuesday (at noon) before class to the entire class. You should also be prepared to act as a “defender” for any of the papers. There is a natural tendency for graduate seminars to overfocus on shortcomings of written work without considering the bigger picture on what the authors have achieved.

- **Referee Report (20%)** In this report, you critically evaluate one of the selected “referee” readings for this course. Your referee report should begin with a one paragraph summary of the article. Include in this paragraph a sentence or two on the the contribution it makes to the literature. It should then identify 3-4 main shortcomings and how the author might address these. Throughout, write as if you are addressing the author directly, and give constructive and realistic feedback. Conclude with minor points. The total length should be 3-4 pages.

- **Research Paper or Project (40%)**: Lively discussions are great things, but the goal of the class is to move you further along the path to developing your own research agenda. To facilitate this, we will either work on a group project or you will work on an individual project throughout the semester. A final research proposal will look like an empirical journal article, only without the actual analysis. It will include a statement of a research question or puzzle, a review of the literature related to the topic, theoretical arguments that can be used to provide an answer to the question, hypotheses drawn from these theories that can be tested empirically, and a description of what empirical evidence and methods will be used to test these hypotheses (including how the hypotheses could be falsified). It can also contain some initial analysis of the data.

6 Reading and Topics

- **Week 1: Governance and the machinery of the state**
Week 2: The state as a patronage resource


Week 3: Meritocracy reforms and bureaucratic isolation


Skim through:


Additional readings:

- Geddes, Barbara. (1991): A Game Theoretic Model of Reform in Latin American Democracies
• Week 4: Bureaucratic delegation and agency models


Additional readings:


• Week 5: The structure of the bureaucracy and the political control of bureaucrats


Additional readings:


• Week 6: Corruption: where is it and how can it be measured?

Additional readings:


• Week 7: Grand corruption and campaign finance


– Gingerich, Daniel W. 2013. Chapter 1 and 4. Political institutions and party-directed corruption in South America: Stealing for the team. Cambridge University Press.


Additional readings:


• Week 8: RESEARCH PROJECT

• Week 9: Interventions (E-governance and transparency)

– Transparency


– E-governance


Additional readings:


• Week 10: Interventions (Wages, Audits, and Anti-Corruption Institutions)

– Audits


– Wages


– Anti-Corruption Agencies


Additional readings:


• Week 11: RESEARCH PROJECT

• Week 12: Theories of accountability


• Week 13: Thanksgiving Break

• Week 14: Electoral accountability in practice


• Week 15: Decentralization and accountability


7 Academic Integrity

WUSTL is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the instructor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal.

As specified in the Academic Integrity Policy, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty.

8 Campus Resources

If you have any concerns about:

• **Academic Writing:** The Writing Center is a free service for all students, both graduate and undergraduate, currently enrolled at Washington University in St. Louis. They provide free one-on-one writing tutorials to all Wash U students. They also offer a variety of writing workshops designed to help you become a better writer. You can schedule an appointment here: https://writingcenter.wustl.edu/writing/schedule-an-appointment/

• **Disability resources** If you have a disability that requires an accommodation, please speak with your instructor and consult the Disability Resource Center at Cornerstone (http://cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

• **Mental health:** Life at university can be stressful. Remember that you are never alone. You can speak to a therapist or counselor through the Mental Health Services (MHS) at Washington University. MHS is committed to providing a safe, inclusive and affirming community of care for all students. You can find out about making a confidential appointment here: https://shs.wustl.edu/MentalHealth/Pages/Making-an-Appointment.aspx.

• **Bias reporting:** A bias incident is any discriminatory or hurtful act that appears to be or is perceived by the victim to be motivated by race, ethnicity, age, religion, national origin, sex, disability, gender identity or expression, sexual orientation, veteran status or socioeconomic status. To be considered an incident, the act is not required to be a crime under any federal, state or local statutes, nor does it have to violate university policy. The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: https://brss.wustl.edu for more details.

• **Sexual Assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim.webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

• **Sexual Assault Reporting** If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I
otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.