UNDERSTANDING AND MANAGING CORRUPTION

PP5239   --   SEMESTER II   --   2017/18

Instructors:	Dr Adam Graycar
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Consultation Hours:	By appointment
Class Hours:	Tuesdays, 14.00-17.00
Venue:	MM SR 2-1
Teaching Assistant:	Shiela Mae Medalla Sabalburo, shiela.sabalburo@u.nus.edu

Course Description

Ethics and good governance are essential to the continuing development of the public sector, in developing as well as advanced nations. This module will help you to understand, manage, and mitigate corruption and unethical behaviour, and develop essential competencies for ethical leadership in order to create organizations of integrity. You will approach this through exploring the underlying concepts and values of ethical governance and the threats facing it. Then, you will be exposed to recent insights and best practices in ethics management and policies to combat corruption. Throughout the module you will develop your skills and ethical standpoints by putting your learning into practice with assignments and practical exercises, many of which involve actual cases and dilemma trainings used in professional programs all over the world. We will pay attention to both the *individual* as well as the *institutional* component of managing corruption.

The themes of the module are reflected in the following six questions:

1.   What is corruption, what are other types of unethical behaviour, and how do we decide what's wrong or right?
2.   What are key values for policy professionals and managers, and how can they identify and nurture them?
3.   How do you create and nurture ethical organizations, what are the most effective instruments?
4.   What works better and when: enforcing compliance, building trust, or promoting values?
5.   Do best practices work across borders and sectors or are all ethics particular or even relative?
6.   How do opportunities for corruption present themselves and how can they be prevented?

Teaching philosophy and format

This module uses a problem-based approach. Most week's sessions will be built around a central problem or case. We will use different class formats, including in-class group exercises, peer assessment, group presentations, and case discussions, (concise) lectures and wrap ups by the instructor, and discussions on the required readings.

We will use a wide variety of problems and cases to enhance your understanding of moral dimensions of issues and how to make sense of them: daily news, popular media, movies, arts, and history. In addition, we will use complex management cases developed by the major public policy schools and business schools. Such cases have a primary protagonist, usually a senior manager who operates in a complex political and organizational environment. This manager is often faced with a decision-forcing situation. One question that should always guide you when reading a case is the following: *What would I do and why*?

You are expected to read the materials in advance of the class session and be prepared to discuss both the cases AND the required readings (and how they relate) in class.

Needless to say, throughout the entire course you will be challenged to think about public sector challenges from many different, sometimes rivalry, perspectives. You will be asked on the spot for your opinions and reasons for your arguments, aiming to further develop your skills to critically think, make logical arguments, and provide solutions to problems. It is crucial to emphasize that the course does not aim to provide off-the-shelf solutions to problems, but rather it aims to produce public policy professionals that can 'think' and make good decisions on their own.

Student participation is an important part of the course. Students are expected to learn from and build constructively on comments their peers, and provide helpful feedback. This will form a considerable portion of the final grade.

You should expect to be challenged during the course by taking part in discussions that will always remain private and off the record. In order to maximize the learning experience and maintain a good learning environment both in class and outside the classroom, it is important to keep in mind the following points:
o   Tolerate and celebrate differences in opinions. Listen carefully. Be respectful to others.
o   Express your opinions clearly. Do not dominate discussions.
o   Always have an opinion or point of view. Make an effort to participate.
o   Never be shy to ask questions, no matter how difficult or simple they are.

Laptops are allowed if used for class purposes but smartphones are to be switched off before our class starts.

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Core learning objectives

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You will *understand*:
- Classical theories of ethics (virtue ethics, deontology, teleology) and related central concepts (morals, norms, values, virtues, integrity).
- How different contexts shape the anti-corruption and ethics management approaches needed.

You will *know*:
- The (often conflicting and contradictory) central principles and values for being a good policy professional.
- The context of the field of public values, good governance, corruption, ethics management and its applications.
- Key emerging issues related to the understanding and management of corruption in the Asia Pacific region.
- Key analytic and interpretive strategies used to make sense of ethical issues.

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Skills

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You will *be able to*:
- Use the widely recognized 7-steps approach to ethical decision-making.
- Make sense of the moral dimensions of public policy and management issues using key analytic and interpretive strategies.
- Employ structured reasoning and analysis when faced with a real-life ethical dilemma or integrity violation.
- Develop an authentic moral position towards a problem or dilemma with moral dimensions

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Assessment

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1. Participation in class discussions (25%)

You will be assessed in terms of your contribution to case discussions, readings, group exercises, and overall class dynamics. Because we take a student-centred approach to learning, participation is a major assessment component.

Study the cases and readings before coming to class, formulate questions and position yourself towards the issues that are raised. We will actively involve you in discussions and in-class exercises. If you are not in class, by definition, you cannot participate. We will record and evaluate class presence and participation. Please notify the instructor by e-mail when you are not able to attend class and provide a reason for your absence. Bringing your nameplate to class is conducive to interaction. We will approach you outside of class hours if we notice obstacles to participating in class. Please feel free to approach us pro-actively as well. Participation in our IVLE forum counts too.

2. Bi-weekly Position Statement (25%)

In weeks 2, 5, 6, 7, 9, and 10 you will submit a short and to-the-point 1-page position statement of max. 400 words on Monday at 12 PM latest in response to questions showed at the end of the preceding lecture (and on IVLE straight after), about:
1.   The readings for that week (two questions);
2.   The case for that week (two questions);
3.   In addition, you will add one or more issues and/or questions you'd like to see clarified and addressed in class that week. Your statements and questions will serve two purposes: they will prepare you effectively for the session at hand and aid us in tailoring the session according to your interests, needs, and demands.

A total of 6 position statements will each get a mark ranging from 1 (submitted but of poor quality), 2 (submitted, of sufficient quality), 3 (submitted, of good quality, indicating higher-level understanding of readings and case and well formulated class questions), to 4 (submitted, of excellent quality; take-aways and class questions are likely to considerably elevate the level of class discussion). Not submitting your statement on time results in 0 marks.

At the end of week 7, each of you will receive interim marks for class participation and weekly statements to get an idea of where you stand, including some 'feed-forward' on how to improve if applicable.

3. Code of Conduct (25%)

You will write an individual code of conduct of (maximum) 1500 words. The due date is Friday 30 March 2017 at 5PM on IVLE. The code of conduct is for the staff of an imaginary institute for higher education (e.g., a public policy school), and contains three parts (approximately 1 page or 500 words each):
1.   Core values statement
2.   Core values translated into behavioural norms
3.   Sanctions for violating these values and norms

4. Final Essay (25%)

You will write a 3000-word individual final essay in which you apply the theories and approaches discussed in class to a corruption case or dilemma of your choosing. The case of dilemma has to be related to governance and/or public policy. Please feel encouraged to choose an example from your own sector, industry, and/or country. We'll set aside office time for you to discuss your ideas with us in person. The conclusion of your essay is a well-argued position towards the issue: what is the right thing to do here and why? Cite adequate sources and literature throughout the essay. The due date is Friday 4 May 2017 at 5 PM on IVLE.

Penalties will be imposed for late assignments. The grading scale ranges from A+ to F. The NUS norm is that no more than 1/3 of students will receive a grade in the A range (A- to A+).

About the instructors

Zeger van der Wal, PhD
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Dr Zeger van der Wal is a globally recognized lecturer, researcher, and consultant in public management, specializing in ethics and good governance, stakeholder analysis, and strategic HRM. He has won several research and teaching awards, including the 2014 LKYSPP Teaching Excellence Award and the 2015 NUS Teaching Excellence Award. He is also co-curator of the Future of Government initiative of the World Economic Forum. His highly acclaimed book *The 21st Century Public Manager* was published with Macmillan Education in April 2017.

In recent years, he has developed an active portfolio of over 50 executive education and consulting assignments on a variety of public management issues. Clients include: UNDP, WEF, Toyota Asia-Pacific, VISA, ANZSOG, LSE Enterprise, Central Bank of the Philippines, Executive Council of the Dubai Government, Civil Service Development Institute Taiwan, Malaysia Anti-Corruption Academy, Home Team Academy Singapore, Ministry of Transport Singapore, Monetary Authority Singapore, Indian Economic Service, Indian Revenue Service, Hungary National Bank, Indonesian Auditor's Office, Indian Revenue Service, Civil Service College Singapore, Ministry of Home Affairs, The Netherlands, GIZ, and the Public Service Commission of Sri Lanka.

Van der Wal has educated and trained over 2500 graduate students and senior officials across the globe. Case teaching is one of his great passions. In 2015 and 2016 he completed the introductory and advanced course in the case teaching method at Harvard Business School to perfection his case teaching skills. Teaching, research, and consulting assignments have taken him to Australia, Brunei, Cambodia, China, Hong Kong SAR, India, Japan, Kazakhstan, Laos, Malaysia, Oman, Singapore, Thailand, The Netherlands, UK, USA, the United Arab Emirates, and Vietnam. He has held visiting fellowships at American University and Syracuse University in the USA, and Australia National University.

He has (co)authored over 100 publications, including books, journal articles, and op-ed pieces in magazines and newspapers like the Straits Times and Japan Today. Top-tier journals which have published his work include *International Public Management Journal, Public Administration Review, Public Administration,* and *Journal of Business Ethics*. His main publications have been translated into Russian and Chinese. Trained in both Political Science and Public Administration, Zeger pursued academic life in 2003 after two short stints in the civil service.

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Dr Adam Graycar has been Professor of Public Policy at Flinders University, Adelaide, Australia, since 2015. For five years before that he was Professor of Public Policy at the Australian National University and also Director of the Transnational Research Institute on Corruption (TRIC). He has held academic posts in Australia, the USA, and Asia.

He acquired extensive policy experience over 22 years in the senior level posts he has held in government in Australia, both Federal and State. His most recent government post was Head, Cabinet Office, Government of South Australia. He has had long experience in both academia and in government.

He has worked in many policy domains and has done wide-ranging research on corruption prevention in Australia and internationally, and his latest book *Understanding and Preventing Corruption* (with Tim Prenzler) was published in the UK and New York in 2013. He has published about 250 scholarly items, including 12 books. He has taught extensively, around the world, on corruption analysis and prevention in both executive and regular university courses.

He has two doctorates from the University of NSW and is a Fellow of the Academy of the Social Sciences in Australia.

COURSE SCHEDULE

Week 1 (16 January): What is Corruption and What is it Not? (Adam and Zeger)

Unethical behaviour is about much more than corruption. Often, more 'grey area' behaviour can turn into corruption if institutions and sectors lack mechanisms to detect, register, and correct such behaviour. In this first session, we will discuss various classifications and typologies of unethical behaviour and definitions of corruption. We will agree on a shared vocabulary for the remainder of the course. We will test your own tolerance towards corruption, using a live questionnaire and quiz, and solicit your views on what constitutes corruption based on a case discussion. Lastly, we will discuss the outline and rationale of the course, and set expectations for your participation and assignments, and agree on a mutual contract to ensure this module will be an excellent educational experience for all of us.

Readings:
▪ Klitgaard, Robert (2017). What Do We Talk About When We Talk About Corruption? LKY School August 2017.
▪ Graycar, Adam (2015). "Corruption: classification and analysis." *Policy and Society* 34 (2): 87-96.

Case: An English Teacher in South Korea (Richard Ivey School of Business Case)

PART I – THE INDIVIDUAL (Zeger van der Wal)

Week 2 (23 January): Which Values Matter and Why

All of us make decisions based not just on analytical reasoning and available information, but on deeper lying values, norms, and principles. In decision-making, we may want to adhere to personal as well as professional values and norms. At the same time, we operate in larger institutions, sectors, and country contexts. Each of these spaces also propagate and demand the actualization of values that may compete and clash with our own. So, how can we distinguish and reconcile values at different levels? Which values matter most? And are public sector values 'unique'? How can we come up with strategies for managing competing values? In the second half of class, we will formulate a way forward for the protagonist of this week's case, Jane Reardon, and discuss on the basis of which values and principles she should proceed.

Readings:
▪ Stewart, J. (2006). Value conflict and policy change. *Review of Policy Research* 23 (1): 183-195.
▪ Van der Wal, Z., G. de Graaf & K. Lasthuizen (2008). What's Valued Most? A comparative empirical study on the differences and similarities between the organizational values of the public and private sector. *Public Administration* 86 (2): 465-482.
▪ Van der Wal, Z. (2017). *What is Good Governance and Who Decides?* September 2017/Online Blog.

Case: Granite City Building Inspectors (Electronic Hallway case)

Week 3 (30 January): Managing Workplace Dilemmas I: Classical Ones

All of us regularly face difficult situations in the workplace. Some of the most challenging situations can be classified as dilemmas. Rather than merely confronting you with a difficult choice between (somewhat) good and (somewhat) bad, a dilemma forces you to choose between good and good or bad and bad. To use the previous week's vocabulary, workplace dilemmas are the toughest type of value clash. Often, one value or set of values *has* to be sacrificed. In such cases, where will your loyalty lie and why? Will you stay true to your personal or professional ethos or be loyal to your organization (and boss), considering careers and reputations may be at stake?

In this session, we'll discuss and examine various types of workplace dilemmas, and practice how to make better sense of them, using two key tools: the 'formulating the moral question tool' and the '7 steps to ethical decision-making'. We will also look at three classical ethics theories (virtue/Confucian ethics, deontological ethics, and consequentialist ethics), as a normative basis for solving dilemmas.

Readings:
▪ Kaptein, M. and J. Wempe (2002). *The Balanced Company. A Theory of Corporate Integrity*. Oxford: Oxford University Press. Chapter 2. 49 pages.
▪ Van der Wal, Z. (2014). How to Manage Moral Dilemmas at Work. *Challenge Magazine* March: 36.

Cases (will be shown and distributed in class):

- Video case 1: Lapse of a star soldier
- Video case 2: The "lying" CEO
- Short written case: The Holiday Dilemma

Week 4 (6 February): Managing Workplace Dilemmas II: New and Emerging Ones

A cluster of 21st century megatrends such as technological revolutions, higher expectations from assertive, impatient stakeholders, changing career structures and work environments, and pressures to innovate and do more with less, produce new, partly unknown workplace dilemmas. In a VUCA world, policies and frameworks may be dated before they are introduced. New regulations will have to be smart and dynamic. And ethical leadership will become even more important than it already is. In this session, we will explore various new ethical complexities in three key areas: HRM and diversity management, political-administrative relations, and technology, new media, and big data.

Readings:
- Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave. (Chapter 9).
- Edward Snowden's interview with Glenn Greenwald, filmed by Laura Poitras.
- Peter Maass, "Snowden's People," New York Times Magazine, August 18, 2013, pp. 22ff.

Case: Contracting Out, Technology, and Whistleblowing: The Case of Edward Snowden

Week 5 (13 February): Does Culture Matter? Ethical Behaviour across Borders

One key question in debates about ethics and corruption is whether culture matters, and whether ethics should be particularistic, or even relative. Certainly, different parts of the world have different traditions when it comes to gift giving, family ties, political culture, and the interplay between public and private sectors (and how that interplay is regulated). At the same time, bribing, fraud, and personal benefiting derived through one's position are punishable offenses in almost any country. Given that many of us are or will become professionals and managers that operate across borders and cultures, we have to walk a fine line between understanding and respecting customs and practices that are different from ours and adhering to our organization's codes and values, and our own principles and interests.

In this session, we will discuss research evidence and your own examples about ethical attitudes in different countries *and* sectors. In our case discussion, we'll discuss how our protagonist Tom Chong can navigate the business environment in Malaysia that is quite different from his native Hong Kong.

Readings:
- Christie, P. M. J., Kwon, I. G., Stoeberl, P. A., and Baumhart, R. (2003). A cross-cultural comparison of ethical attitudes of business managers: India, Korea and the United States. *Journal of Business Ethics* 46: 263-287.
- De Vries, M. (2002). Can you Afford Honesty? *Administration and Society* 34 (3): 309-334.
- Lawton, A., J. Rayner, and K. Lasthuizen (2013). *Ethics and Management in the Public Sector*. London: Routledge. Chapter 5.

Case: Jextra Neighborhood Stores in Malaysia (Harvard Business School Case)

Week 6 (20 February): The Complexity of Whistleblowing -- Movie "The Insider"

During this session, we'll watch Michael Mann's acclaimed movie *The Insider*, starring Russel Crowe and Al Pacino. The movie gives a multi-faceted account of the complex phenomenon of whistleblowing. This week, you will submit your bi-weekly position statement after class, on Friday 23 February at 12 PM. The statement will be on your specific take-aways from the movie. We will give you the questions at the end of the session.

You can find more information about the movie here: https://en.wikipedia.org/wiki/The_Insider_(film)

No preparation is required. You are highly encouraged to bring popcorn, pizza, and soft drinks!

--------------------------24 FEBRUARY-3 MARCH RECESS WEEK--------------------------

PART II – THE INSTITUTIONAL (Adam Graycar)

Week 7 (6 March):   Conflict of Interest and Accountability

Being accountable means that one is called to account for one's actions in exercising the authority by which an officer acts. One should act in the interests of those who confer that authority, and officers have a responsibility to be transparent in exercising that authority. This session will cover different types of accountability. Accountability can be upwards, horizontal or downwards. One feature that limits accountability is conflict of interest, and this session will also cover the notion of gifts as a form of social exchange. Is there a difference between a gift and a bribe?

Readings:
- Bovens, M. (2010). Two Concepts of Accountability: Accountability as a Virtue and as a Mechanism. *West European Politics*, *33*(5), 946-967.
- Gong, T., & Scott, I. (2015). CONFLICTS OF INTEREST AND ETHICAL DECISION-MAKING. *Ethics in Public Policy and Management: A Global Research Companion*, 257.
- Graycar, Adam and Jancsics, David, (2017) "Gift Giving and Corruption" *International Journal of Public Administration* Vol 40 (12): 1013-1023 http://dx.doi.org/10.1080/01900692.2016.1177833

Class exercise:

Group 1:
- **EPA and toxic chemicals**

Why Has the E.P.A. Shifted on Toxic Chemicals? An Industry Insider Helps Call the Shots (New York Times 21 October 2017)
https://www.nytimes.com/2017/10/21/us/trump-epa-chemicals-regulations.html?_r=0

Is there a conflict of interest evident? What is the nature of accountability? Is there corruption here, or is it regular democratic politics?

Group 2:
- **Volkswagen emissions scandal**

- Volkswagen emission scandal
  http://milesfinney.net/334/articles/VW_explained.htm
- Volkswagen's Diesel Scandal Was 80 Years in the Making
  https://www.theatlantic.com/business/archive/2017/05/ewing-volkswagen-scandal/527835/

Is this corruption, or business as usual? Who wins and who loses? What preventive and remedial activities might be proposed?

Week 8 (13 March):   Corruption in Procurement

Governments buy services, products and infrastructure, and within these categories there are myriad sub parts. Public procurement involves expenditure of trillions of dollars. It is estimated that the volume of public procurement in OECD countries amounts to about €4.2 trillion per year. This is 12% of GDP and 29% of general government expenditure in these countries. In Europe, about €120 billion is lost to procurement corruption each year. In Asia, public proportion is the largest part of national budgets, and corruption in procurement is considerable. This sessions analyses types and activities of corruption in procurement and examines policy responses

Readings:
- OECD (2016). *Preventing Corruption in Public Procurement*. www.oecd.org/gov/ethics/Corruption-in-Public-Procurement-Brochure.pdf
- Gong, Ting, and Na Zhou. 2015. "Corruption and marketization: Formal and informal rules in Chinese public procurement." *Regulation & Governance* 9 (1): 63-76.

Class exercise:
Materials about two cases will be circulated in class
- **Fat Leonard**
- **High Speed rail in China**

For each case outline the procurement issues, the weaknesses in the processes and how long-term solutions might be found. Were these cases exceptional, or could they have happened easily?

Week 9 (20 March):   Corruption and Organized Crime

Organised crime often runs or influences a range of illicit industries (drugs, military equipment, endangered species, human trafficking, and prostitution) and sometimes blends licit and illicit industries (construction, toxic waste disposal, agriculture etc). Much of this would not be possible without the support of corrupt public officials. Sometimes organised crime can infiltrate or dominate significant institutions such as the judiciary, political parties, police or prison administration. This session will cover some of these themes, and focus also on money laundering, a significant tool for organised crime.

Readings:
- Center for the study of Democracy (2010). Examining the links between organised crime and corruption. *Read Chapters 1 and 2, for background and context.*
- Levi, M. et al. (2009) "Money Laundering and Corruption" in Campos and Pradhan (eds) *The Many Faces of Corruption* World Bank pages 389 – 426 https://openknowledge.worldbank.org/bitstream/handle/10986/6848/399850REPLACEM101OFFICIAL0USE0ONLY1.pdf?sequence=1&isAllowed=y

[Optional]
- U4 (2015). Corruption and wildlife trafficking (Authors Tanya Wyatt and Anh Ngoc Cao) http://www.u4.no/publications/corruption-and-wildlife-trafficking/

Class exercise:
Read Chapter 7 of this report (This report is over 300 pages long)
UNODC. The Globalization of Crime: A Transnational Organized Crime Threat Assessment
https://www.unodc.org/documents/data-and-analysis/tocta/TOCTA_Report_2010_low_res.pdf

How does corruption aid organised crime in
- Trafficking wildlife from Africa to South East Asia
- Supplying Asian timber to the European Union and also to Asia

Week 10 (27 March):   Measuring Corruption, and its Risks and Opportunities

How much corruption is there? There are various measures, though a measure of actual corruption is always elusive. This session will focus on different types of measures, ranging from perceptions to risks. Understanding how to assess the incidence, the perceptions and the costs of corruption is central to any policy response.
Readings:

- Heinrich, Finn and Hodess, Robin (2011), 'Measuring Corruption', in Adam Graycar and R.G. Smith (eds.), *Handbook of Global Research and Practice in Corruption* (Cheltenham: Edward Elgar). (Chapter 3).
- UNDP (2015) Users guide to measuring corruption and anti-corruption http://www.undp.org/content/undp/en/home/librarypage/democratic-governance/anti-corruption/user-s-guide---measuring-corruption-and-anticorruption.html

Class exercise:

The following paper discusses 6 myths about measuring corruption. Each of the 3 groups is to take 2 of the myths, and analyse them illustrating with examples from the course so far.

Kaufmann, D., Kraay, A., and Mastruzzi, M. (2006), 'Measuring Corruption: Myths and Realities', World Bank Institute, Washington, DC (Washington: World Bank Institute). http://www1.worldbank.org/publicsector/anticorrupt/corecourse2007/Myths.pdf

Week 11 (3 April):   Global Architecture of Corruption Control

As a global phenomenon we need to distinguish corruption that is place specific and corruption that crosses national boundaries. There are many treaties and international instruments, and some will be examined. The United Nations Convention against Corruption contains both preventive and punitive mechanisms. There will also be an examination of some of the structural responses such as national integrity systems, political/ institutional pillars and responses such as anti-corruption agencies, administrative reform and responsive regulation.

Readings:

- Johnston, Michael. 2005. *Syndromes of corruption: wealth, power, and democracy*. New York: Cambridge University Press. (Chapter 3)
- Graycar, Adam, and Tim Prenzler. 2013. *Understanding and Preventing Corruption*. Basingstoke, UK and New York: Palgrave Macmillan. (Chapter 4)
- **Optional (for background):** *United Nations Convention Against Corruption* https://www.unodc.org/documents/treaties/UNCAC/Publications/Convention/08-50026_E.pdf

Class exercise:
Each group is to take one of Johnston's syndromes and explain how the United Nations Convention Against Corruption might deal with corruption within that syndrome. Illustrate with one country only

Week 12 (10 April):   Pathways to Prevention

Understanding opportunity for corruption is the first step towards prevention. Prevention can take many forms from criminalization to capacity building to integrity enhancement to building a social movement against corruption. These will all be covered.

Readings:
- Alina Mungiu-Pippidi (2017) *Seven Steps to Evidence-Based Anticorruption*: A Roadmap. EBA Report 2017:10 (Sweden). http://eba.se/en/seven-steps-to-evidence-based-anti-corruption-a-roadmap/#sthash.dk3Ixy79.dpbs
- Johnston, Michael. 2012. "Building a Social Movement against Corruption." *Brown Journal of World Affairs* 18:57.
- Graycar, Adam & Masters, Adam (2018) "Preventing malfeasance in low corruption environments". *Journal of Financial Crime* Vol 25 (1) http://dx.doi.org/10.1108/JFC-04-2017-0026

Class Exercise:

All groups
Of Mungiu-Pippidi's 7 steps to evidence based anti-corruption which is the most easily achievable, and which is the least easily achievable

Group 1
What conditions facilitate the achievement of steps 1 and 4?

Group 2
What conditions facilitate the achievement of steps 2, 6 and 7?

Group 3
What conditions facilitate the achievement of steps 3 and 5?

Week 13 (17 April): Looking Ahead: Making Corrupt Places Less Corrupt (Adam and Zeger)

This will bring together learnings from the whole semester and a final exercise will be developed that covers experiences outlined in the course.

Readings:
Klitgaard, Robert. 2015. "Addressing corruption together." *Organization for Economic Cooperation and Development, Paris*.

Class exercise: Assess your readiness and your (future or ideal) agency's readiness for understanding and managing corruption

Wrap up, Reflections, and Memo Preparation