

Instructor

Simon Weschle
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Eggers Hall 332
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Student Hours

Time: Tuesday 11:00 - 3:00 or by appointment
Location: Eggers 332 or Zoom

Class Information

Days: Tuesday/Thursday
Location: School of Management 001

Time: 9:30 - 10:50

Teaching Assistant

Ayşenur Değer
Student Hours: Thursday 11:30-1:00

adegerya@syr.edu
Eggers 100H

Course Description

Money and politics are inextricably linked. Interest groups or wealthy individuals try to use bribes or campaign contributions to influence political decisions. Politicians, in turn, need money to finance election campaigns, or they use their position to enrich themselves. And voters are thought to be more likely to vote for candidates who run expensive campaigns or hand out gifts. In this course, we will look at political science research on money and politics in different countries around the world. We will try to answer the following questions: How much money is there in politics, and how can we measure it? What is the money used for? How much does it influence policy? What are the consequences? And finally, should we try to reduce the influence of money on politics, and if so what ways to do so can be successful?

MAIN THINGS TO KNOW**Course Website**

<http://www.simonweschle.com/psc336>

The website has the continuously updated class schedule, including all readings and assignments. Please check the page EVERY WEEK.

Student Hours

Day: Tuesday
Location: Eggers 332 or Zoom (Meeting ID 967 4250 4513, Password 884019)

Time: 1:00 - 3:00

During this time, can drop by with questions, comments, etc. without an appointment. If you can't meet during that time, email me and we'll set something up.

Textbook

- Required Textbook: Fisman, Ray, and Miriam A. Golden. 2017. *Corruption. What Everyone Needs to Know*. Oxford University Press. The book is available electronically from the Library.
- You should also buy a composition notebook for your class journal (see below). They are available for purchase at the SU bookstore.

Assignments and Grading

- *Class Journal and Participation (25%)*: Attendance, class participation, class journal
- *2 Exams (40%)*: March 5 and April 18 (tentatively)
- *Country Research Report (35%)* First part (5%) due March 21, short country presentations (5%) in the last week of class, final report (25%) due May 3

MORE DETAIL ON IMPORTANT THINGS

Assignments and Grading

Your grade in this class will be based on two exams, a country research paper, and your participation and class journal.

- *2 Exams (20% each)*: Exams will take place on **March 5** and **April 18** (tentatively). I will distribute a list of essay questions roughly one week in advance. On the day of the exam, I will randomly chose two of the questions. You are allowed to bring a 8.5 x 11 sheet of notes (front and back) with you. What you put on it is entirely up to you.

The more you research and prepare your answers in advance, the better and more organized your essays will be. Answers that have a more coherent argument, are more original, show more critical thinking, display a greater understanding of the material covered in class, are better organized, and are not full of terrible style and grammar will receive more points.

You are encouraged to incorporate material that you read or that we discussed. It is not necessary that you remember every detail, but you should be familiar with core ideas covered in class. You do not need to provide formal references in the exams. I do expect you to write a novel in 80 minutes. Short answers that are to the point are better than long and meandering answers.

If you have a good reason why you are unable to take the exam and can provide appropriate documentation (e.g. illness, death in the family), please notify me *as soon as you can*. If I know about it in advance, we can work out something on a case-by-case basis. It tends to be harder to find a solution that works for everyone if you only come to me after you have missed an exam.

- *Country Research Report (5% for first part, 5% for brief country presentation, 25% for entire report, so 35% together)*: Imagine you work for a think tank as a political consultant. Your task is to write a research report on *one* way (e.g. bureaucratic corruption, campaign contributions, revolving door) in which money plays a role in politics in a country of your choice. The report should be 7-8 pages double-spaced (with up to 2 additional pages of graphs, if needed) and do the following things:

- Describe what sort of money your report is about and briefly elaborate how important it is in the country you are studying. Provide necessary background information about the country, and pay careful attention to describing the organization of the venue you are discussing (e.g. the bureaucracy, parliament, local politics).
- Describe how the type of money you are reporting on plays a role in the country: Who are the main actors involved, in what way does money flow from one actor to another, and what consequences does it have?
- Discuss problems that arise as a consequence of the kind of money that you are reporting on.
- Provide policy recommendations that can address these problems.

You should use sources from academic journals as well as policy reports and other material (use formal citations). To help you get started early on the report so you don't wait until the night before it is due, you have to hand in the first part (first bullet point, at most 2 pages double-spaced) on **March 21** (tentatively) via Blackboard. This will account for 5% of your overall grade. You will also give a very brief oral presentation in class on your country in the last week of classes, which will account for 5% of your overall grade. The full report is due during the final exam period via Blackboard and counts for 25% of your overall grade.

I encourage you to discuss paper ideas with me and/or Aysenur during student hours early in the semester. For each day the assignment is late, a penalty of 4 points (grading scale 0-100) will be given.

- *Class Journal and Class Participation (25%):* You will keep a class journal. Most entries will be reflections on the readings. It is crucial for your success in this class that you do the assigned readings *before* each class. This will allow you to follow the lecture more easily and to contribute to class discussions. To help you keep up with readings, you will receive a number of questions designed to help you understand the main points that the reading is making. You should answer them briefly in your class journal. We will randomly check journals *at the beginning* of each class. Each time your journal is checked, you will get a score from 0 to 3.

- 0: You are not in class.
- 1: You are in class, but your journal has no or almost no entries since the last collection
- 2: Your journal has entries since the last collection, but is only partially complete.
- 3: Your journal has complete entries since the last collection, showing that you have done the readings.

In addition to the class journal, your participation will also influence this part of the grade. You get a higher score if you regularly participate in class in a thoughtful manner that demonstrates you have done the readings and thought about the class material.

Talk to Me!

If you feel, at any point, depressed, panicked, or anything the like, please come talk to me. You don't have to reveal any details that you don't want to, and I will not judge you in any way. There's always

something that can be done to help you and to make sure you are in a position to complete the course. The same goes if you are in danger of failing the class. I'm happy to help, but I cannot read your mind or otherwise intuit what is going on in your life. So, come talk to me as early as possible. It's much more difficult to do something after the fact.

Student Hours

Student hours are the designated time that I set aside each week specifically for meeting with students. If you want to come during that time, you do not need to let me know in advance or ask permission, I will always be there. These hours are your chance to talk to me about course material, college in general, or just to chat so we can get to know each other. I am also happy to meet with you outside of the designated time, but for that you need to schedule an appointment in advance. Student hours are held simultaneously in-person and on Zoom, and you can choose whichever modality you prefer. If you cannot meet during designated time, please let me know and we'll set up another time.

As mentioned in the previous section, it is easiest for everyone if you talk to me as early as possible about any issues or questions. Instead of waiting until you get a bad grade in an exam and asking how you can "make up" for it, come talk to me before the exam and ask questions about the material. That way, we can walk through the material together and I can explain a course concept in a different way. Similarly, rather than waiting until the end of the semester to tell me about issues that prevented you from focusing on school, talk to me earlier when there is still time for me to accommodate your circumstances. You get the point—if you find yourself asking whether you should come talk to me about something, come talk to me.

Tentative Course Outline

The course outline below is tentative and subject to change. The exact week-to-week schedule, along with the required readings, will be posted on the Course Website (<http://www.simonweschle.com/psc336>) or on Blackboard

- Jan 16: Introduction to the Course

Part 1: What Are We Talking About?

Questions: What is corruption? What are problems with common definitions of corruption? How can we measure corruption? What problems do these measures have? What are basic patterns of corruption around the world?

- Jan 18 and 23

*Part 2: Who is Involved in Money and Politics, Why, and How?**(a) Bureaucrats and Citizens*

Questions: Why are bureaucrats corrupt? Why do citizens and corporations participate in corruption?

- Jan 25 and 30

(b) Special Interests

Questions: Who tries to influence politicians? Why do special interests not spend more money on politics? What are the benefits of spending money?

- Feb 1, 6, and 8

(c) Lobbyists

Questions: What is lobbying, and who are lobbyists? Who lobbies, why, and what for? How does lobbying work? Who lobbies successfully? What are the consequences?

- Feb 13 and 15

(d) Politicians and Voters

Questions: Why do politicians want money in politics? In what ways do they take money and what do they do with it? When do politicians enrich themselves, and how do they do it? Why do politicians spend so much money on election campaigns? What effect does this spending have on voters?

- Feb 20, 22, 27, and 29
- [Mar 5: Exam 1](#)

Part 3: What Determines Money in Politics?

Questions: Why do some countries have more money in politics and others less? What is the effect of culture? What is the effect of institutions? What impact do voters have?

- Mar 7, 19, and 21
- Mar 12 and 14: Spring Break
- [Mar 21: First part of Country Research Report due.](#)

Part 4: What Are the Consequences of Money in Politics?

Questions: What consequences does money in politics and corruption have? How bad is it for citizens, businesses, the economy, and politicians themselves?

- Mar 26, 28, and Apr 2

Part 5: How Can We Reduce Money in Politics? Should We?

Questions: Which potential solutions exist to curb money in politics? How effective are they? Is it worth it trying to get money out of politics? And under what conditions can efforts be successful?

- Apr 4, 9, 11, and 16
- [Apr 18 – Exam 2](#)
- [Apr 23 and 25: Short Country Presentations](#)
- [May 3 – Final Country Report due](#)

ADDITIONAL RESOURCES, FINE PRINT, AND THINGS I HAVE TO PUT ON THE SYLLABUS**Campus Resources**

As an SU student you have access to a variety of resources that can help you in this class and beyond. Please make use of them.

- Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (ese.syr.edu/bewell) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days a year, at 315.443.8000, and I encourage you to explore the resources available through the Wellness Leadership Institute, <https://ese.syr.edu/bewell/wellness-leadership-institute/>
- Counseling Center: <http://counselingcenter.syr.edu/faculty-staff/helping-students-in-distress.html> and http://counselingcenter.syr.edu/_documents/Bill_of_Rights.pdf.
- Writing Center: http://wc.syr.edu/?_ga=2.101027140.454082058.1534346263-1387513330.1433439063
- Tutoring Services: CenterforLearningandStudentSuccess:<http://class.syr.edu/tutoring>
- Financial Counseling: <http://financialaid.syr.edu/financialliteracy>
- Career Services: http://thecollege.syr.edu/advising/index.html?_ga=2.101048900.454082058.1534346263-1387513330.1433439063
- Sexual Harassment/Title IX Concerns: Sheila Johnson-Willis, Compliance Officer. titleix@syr.edu. 315.443.0211
- Sexual & Relationship Violence Response Team: 315.443.4715

Harassment, Confidentiality, and Mandatory Reporting

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244).

Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of

emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269).

I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all.

Communication

If you have questions about the material, chances are that you are not the only one. Therefore the best way to ask questions is in class. If your question is not related to class material or relevant to other students, please come to my office hours to talk about questions, difficulties with the class material or with homework, and so on. If you cannot make office hours, feel free to send me an email to set up an appointment.

I will usually respond to email within 24 hours during the week. I will not respond to emails during weekends, except for urgent matters. As with all business-related correspondence, please include an appropriate salutation, identify yourself, and write in complete sentences. Students are expected to check their email accounts regularly, as I will be using email to provide announcements and updates about the course. See Syracuse's email policy at <http://supolicies.syr.edu/it/email.htm>.

Religious Observances

SU's religious observances policy (http://supolicies.syr.edu/emp_ben/religious_observance.htm) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Accommodations for Students with Disabilities

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.

The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Academic Integrity

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university commu-

nity, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy states that any work a student submits for a course must be solely their own unless the instructor explicitly allows collaboration or editing. The policy also requires students to acknowledge their use of other peoples' language, images or other original creative or scholarly work through appropriate citation. These expectations extend to the new, fast-growing realm of artificial intelligence (AI) as well as to the use of websites that charge fees or require uploading of course materials to obtain exam solutions or assignments. Students are required to ask their instructor whether use of these tools is permitted – and if so, to what extent – before using them to complete any assignment or exam. Students are also required to seek advance permission from instructors if they wish to submit the same work in more than one course. Failure to receive this permission in advance may violate the Academic Integrity Policy. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as outlined in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. The Academic Integrity Policy can be accessed at <https://class.syr.edu/academic-integrity/policy/>.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

All academic integrity expectations that apply to in-person quizzes and exams also apply to online or at-home quizzes, assignments, and exams. In this course, all work submitted for quizzes, assignments, and exams must be yours alone. Discussing quiz or exam questions with anyone during the quiz or exam period violates academic integrity expectations for this course. Using websites that charge fees or require uploading of course material (e.g. Chegg, Course Hero) to obtain exam solutions or assignments completed by others and present the work as your own violates academic integrity expectations in this course.

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Privacy and Student Records

The Family Educational Rights and Privacy Act (FERPA) sets forth requirements regarding the privacy of student records. FERPA governs both the access to and release of those records, known as education records, and the information they contain. Under FERPA, faculty have a legal responsibility to protect the confidentiality of student records. For additional information about FERPA and SU's FERPA policy, see: <http://www.syr.edu/registrar/staff/ferpa>.