

**WAYLAND BAPTIST UNIVERSITY SCHOOL OF BEHAVIORAL & SOCIAL SCIENCES**

**VIRTUAL CAMPUS**

**Wayland Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

**Course Title, Number, and Section:** PUAD 5315 Section VCO1- Special Topics: Political Corruption

**Term:** Summer 2018

**Instructor:** Dr. Juan M. González

**Office Phone Number and WBU Email Address:** 210-347-6445; juan.gonzalez@wayland.wbu.edu

**Office Hours, Building, and Location:** Virtual, call above number to schedule phone conference

**Class Meeting Time and Location:** Virtual

**Catalog Description:** In-depth exploration, analysis, and assessment of contemporary topics; for this class; Public Corruption will be the focus.

**Prequisite: PUAD 5307 Emergency Management**

**Required Textbook(s) and/or Required Material(s):**

Hough, D. (2017). *Analysing Corruption*. Agenda Publishing: Croyden, CRO

**Optional Materials:**

The following Manuals are strongly recommended:

American Psychological Association. (2010). *Publication manual of the American Psychological*

*Association* (6th ed.). Washington, DC: American Psychological Association.

American Psychological Association. (2012). *APA style guide to electronic references* (6th ed.).

Washington, DC: American Psychological Association.

**Course Outcome Competencies:** At the conclusion of this course the student will be able to demonstrate an understanding of the key components of Public Corruption which include:

* Identifying the challenges associated with defining corruption in general and public in particular
* Explaining the difficulty in measuring public corruption
* Describing individual, social, cultural, and organizational elements that contribute to corruption
* Explaining how in some situations corruption could be beneficial
* Summarizing how corruption impacts the economics of a state suffering corruption
* Identifying detrimental effects on individuals, corporations, organizations and societies occurring directly and indirectly from public corruption
* Describing specific case studies and examples of public corruption and the resulting effects
* Developing reasonable solutions to prevent public corruption
* Developing recommendations for future research associated with furthering academic and practical understanding of public corruption

**Attendance Requirements:**

Virtual Campus

Students are expected to participate in all required instructional activities in their courses. Online courses are no

different in this regard; however, participation must be defined in a different manner. Student “attendance” in an

online course is defined as active participation in the course as described in the course syllabus. Instructors in

online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent

25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11 week term, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

**Assessments:**

Students will be evaluated based on their performance in the following assignments: weekly discussion questions (DQs); journal article reviews; final paper updates; and the final paper. All papers and DQ responses must be written in accordance with the American Psychological Association (APA) standards and style.

**Discussion Questions (DQs):**

Each weekly DQ assigned will be worth 50 points. An additional 25 points each, max of 50 (meaning you must respond to at least two other students), will be awarded for each substantive response given to other students’ original postings to the discussion questions; that is, students’ answers to the questions. Total possible points you can earn per week are 100. You must respond to discussion questions during their week of application to receive credit. In other words, if you answer Week 1’s discussion questions during Week 2, you do not receive any credit for Week 1. For our purposes, the week will *begin on Monday and end on Sunday*. Ensure your responses are written in accordance to APA standards. Twenty-five points will be deducted if sources are not properly cited.

Responses to discussion questions are to be submitted no later than 11:59 pm CST on Thursdays. DQ answers posted after Thursday will incur a 25 point deduction per discussion question.

Responses to students’ original postings (their answers to the DQs) must be posted no later than 11:59 pm CST on Sundays to receive credit.

**Journal Article Review:**

On specific weeks, students are to find and critique a journal article related to this course. The article can apply to the subject matter discussed for a given week or a topic of interest to you such as to your final project. The article must be from a scholarly, peer-reviewed *academic journal*. For this assignment, provide a pdf copy for peer review and specify the article’s relevance to this course plus your interest in the particular topic. Points are awarded by the following criteria: 25 points for providing a copy of your specific journal article, 25 points for how well you evaluate the article’s subject matter relevant to the course, and 25 points per response to at least two other students’ articles. If you don’t participate in the journal article review during the week it is assigned, you will not receive credit. Additionally, to ensure students have time to respond, all articles must be submitted by 11:59 pm CST on **Fridays**; *submitting after Friday incurs a 25 point deduction*. Note: Only journal articles will be accepted. Responses to students’ articles must be posted no later than 11:59 pm CST Sundays on the weeks assigned. *Be sure you properly cite your journal article – in the text of your response and in the reference list – in accordance to APA writing standards.*  Incorrect citations will incur a 25 point deduction.

**Public Corruption Final Paper: (Due at the end of week ten)**

In this paper you will analyze public corruption as discussed in the class. The paper should be broken up into 3 parts: the first addressing corruption; the second exploring practical solutions to prevent corruption; and the third recommending future research ideas on public corruption. Regarding the first part you can analyze a particular area of corruption such as fraud, violation of the public trust, or legal corruption as identified by the Hough (2017) text. Or, you can evaluate a case study in depth identifying the key players, the corrupting event or action, the effects of this corrupting action, and any consequences to the corrupt individuals or state. The intent of this part is for you to become very familiar with an aspect of corruption and/or a particular case study. The second and third parts will explore solutions and future research within the context of what you choose for part one. In other words, if you choose to review election fraud as an example of public corruption, then parts two and three would examine solutions and future research corresponding to election fraud.

By week 3, you will provide me with an outline specifying your topic and approach to this assignment. You may use the following example by which to organize your week 3 assignment:

Topic Specified:

Main Point I

Subpoint A (source cited)

Subpoint B (source cited)

Main Point II

Subpoint A (source cited)

Subpoint B (source cited)

Main Point III

Subpoint A (source cited)

Subpoint B (source cited)

Conclusion

The paper should be 12-15 pages in length excluding a cover page, executive summary, and reference list. Include a minimum of 10 scholarly sources.

**Disability Statement:** In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations.

**Course Requirements and Grading Criteria:**

30% of grade is based on course room discussions and responses to other students

30% of grade is based on final paper

25% of grade is based on Journal Article Reviews

15% of grade is based on updates to your project and informational interview

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF =

withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student’s control. A grade of “incomplete” is changed if the work required is completed prior to the last day of the next long (10 to 15 weeks) term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Student grade appeals:

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Executive Vice President/Provost to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

Final Note: This syllabus and course outline serve as a guide. The instructor reserves the right to adjust or change it as deemed appropriate to enhance student learning.

**Tentative Course Schedule**

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| **Week** | **Dates** | **Readings** | **Assignments** |
| 1 | 5/28 – 6/3 | Chapters 1-3 | 1. Post Intro by Wed  2. Answer both DQs no later than (NLT) Thursday 11:59 pm CST  3. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| 2 | 6/4 – 6/10 | Chapter 4  Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| 3 | 6/11 – 6/17 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Submit paper topic to instructor NLT Sunday |
| 4 | 6/18 – 6/24 | Chapter 5  Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Article review due **Friday** NLT 11:59 pm CST  4. Responses to classmates articles due NLT Sunday |
| 5 | 6/25 – 7/1 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Final project update due NLT Sunday 11:59 pm CST |
| 6 | 7/2 – 7/8 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST |
| 7 | 7/9 – 7/15 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Article review due **Friday** NLT 11:59 pm CST  4. Responses to classmates articles due NLT Sunday |
| 8 | 7/16 – 7/22 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Final project update due NLT Sunday 11:59 pm CST |
| 9 | 7/23 – 7/29 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Article review due **Friday** NLT 11:59 pm CST |
| 10 | 7/30 – 8/5 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT Sunday 11:59 pm CST  3. Final Project due NLT Sunday 11:59 pm CST |
| 11 | 8/6 – 8/11 | Additional Readings | 1. Answer both DQs NLT Thursday 11:59 pm CST  2. Respond to classmates DQs NLT **Friday** 11:59 pm CST |

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