

Academic Year: ( 2020 / 2021 )

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Department assigned to the subject: International Law, Ecclesiastical Law and Philosophy of Law Department, Social

Coordinating teacher: HOUPY , STEFAN OLIVER

Type: Electives ECTS Credits : 6.0

Year : Semester :

## OBJECTIVES

### BASIC COMPETENCES

CB1 Be able to show that they possess and comprehend facts and contents in an area of study which, based on a previous general secondary school level, have been extended to those included in advanced textbooks and in some aspects proceed from the most advanced studies in this area.

CB2 Be able to show that they have learned how to apply their knowledge professionally to their future jobs or tasks and that they possess the competences needed to develop and defend arguments and solve problems in that area of study.

CB3 Be able to show that they are capable of collecting and interpreting the relevant data (normally within their area of study) needed for formulating judgments which require critical thought on social, scientific and ethical topics of relevance.

CB4 Be able to show that they are able to transmit information, ideas, problems and solutions both to specialized and non-specialized publics.

CB5 Be able to show that they have developed the learning skills required to perform further studies with a high degree of self-dependence.

### GENERAL COMPETENCES

CG1 Understand social, political, legal and economic realities from a comparative perspective.

CG2 Be able to approximate and analyze the intrinsic values contained in equal opportunities, multi-cultural society, political ideological and cultural pluralism, human rights, and the international community.

CG3 Know quantitative and qualitative research techniques and possess the ability to choose which is most adequate to apply in the field of Social Sciences.

CG4 Be able to manage information: identify, organize and analyze relevant information critically and systematically within the context of international relations.

CG6 Be able to apply scientific method to the economic, social and political questions of a global society; be able to formulate problems in this context, identify a possible explication or solution, and a method to contrast them by sensibly interpreting the data.

### OVERLAPPING COMPETENCES

CT1 Acquire the capacity to communicate knowledge in oral and written form, both to specialized and to non-specialized publics.

CT2 Acquire the capacity to establish good interpersonal communication and to work both in interdisciplinary and international teams.

CT3 Acquire the capacity to organize and plan workloads, taking correct decisions based on the available information, collecting and interpreting relevant data in order to provide assessments in that area of study.

CT4 Develop the motivation and capacity to perform independent continuous learning for life, with an endowment to adapt to change and new situations.

### SPECIFIC COMPETENCES

CE1 Be familiar with the principal political and social theories. Be capable of analyzing and comparing contemporary policies.

CE2 Be familiar with and understand the processes of political, social, economic and cultural change in society and contemporary policy.

CE3 Be familiar and understand the role of Law, ethics and deontology for regulating diverse societies.  
 CE4 Be familiar and understand the legal approach for conflict resolution  
 CE7 Understand the main dynamics which generate inequality, the poverty and the economic development.  
 CE10 Be able to discern the differentiating elements in international problems in accordance to the development stages of a country.  
 CE11 Be able to critically relate present and past events and processes.  
 CE12 Be able to formulate and solve basic economic, social, political problems in an international context.  
 CE16 ¿ Be able to carry out case studies and apply comparative method to analyze institutions, processes and policies in different countries.

CO9 Understanding the consequences of corruption

## LEARNING OUTCOMES

- Knowledge of the theories and institutional determinants, historical, political, economic, social and cultural corruption, through a comparative approach.
- Applied knowledge of legal institutions for regulating corruption. Analysis of ethical and deontological approaches on corruption
- Applied knowledge to handle and analyze indicators and comparative data corruption.
- Applied knowledge to understand the institutional designs that create good governance, with particular attention to accountability, transparency and the separation of powers.

## DESCRIPTION OF CONTENTS: PROGRAMME

- 1.- Civil Society and public opinion
2. Concept and defining corruption
- 3.- Causes of corruption
- 4- Consequences of corruption
5. measuring corruption
- 6.- Administrative Corruption
- 7- political corruption
- 8- Political corruption II
- 9.- Political corruption III - Political financing, lobbies
10. Corruption in the private sector
11. International regulation of corruption
- 12.- Organized Crime
- 13.- Transparency, good governance and accountability
- 14.- Democracy, civil society and public opinion

## LEARNING ACTIVITIES AND METHODOLOGY

- 1.- Lectures (see course schedule): Lesson subject matter will be explained in a general way, with special emphasis being placed on particularly complex ideas
- 2.- Practical classes (see course schedule): Consolidation of the knowledge gained in the lectures through the application of practical cases studies, problem solving and text commentaries, etc.

## ASSESSMENT SYSTEM

<b>% end-of-term-examination/test:</b>	40
<b>% of continuous assessment (assignments, laboratory, practicals...):</b>	60

The student qualification will be performed throughout the semester, taking into account the design and goals of the course. Twenty per cent of the final grade will be determined by the weekly essays and participation in class. Forty per cent of the grade corresponds to qualification of the final essay and the remaining forty percent to a final exam which covers the whole of the subject matter seen in the course. If the average grade before taking the final exam is higher than 6 over 10, the student will not be required to take the final exam. In this case the proportions of the weekly essays and participation, and the final exam will be 50 % and 50 % respectively.

## BASIC BIBLIOGRAPHY

- Przeworski, Adam, Stokes, Susan, Manin, Bernard Democracy, accountability and representation, Cambridge University Press, 1999
- Bardham, P. Corruption and development: A review of the issues, Journal of Economic Literature, 35(3), 1997
- Heidenheimer, Arnold J. Political corruption: concepts & contexts, Transaction Publishers, 2002
- Klitgaard, Robert Controlling corruption, University of California Press, 1988
- Laffount, Jean Jacques Corruption and development, A. Banerjee, R. Benabou, and D. Mookherjee (eds), Understanding Poverty, Oxford University Press, 2006
- Mauro, P. Corruption and growth, The Quarterly Journal of Economics 110(3), 1995
- Rose-Ackerman, Susan Corruption and government. Causes, consequences and reform, Cambridge University Press, 1999
- Svensson, J. Eight questions about corruption, Journal of Economic Perspectives 19(3), 2005