DPI-403

DEMOCRATIC GOVERNANCE

Pippa Norris

FALL 2009

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CONTACT DETAILS:

Class time: Mondays and Wednesdays 1.10 to 2.30pm  
Class place: RG 20  
First class: Wednesday 2nd Sept 2009  
Last class: Monday 30th Nov 2009  
Lecturer: Pippa Norris, McGuire Lecturer in Comparative Politics  
Office: Littauer 110, Kennedy School of Government  
Office Hours: Mondays 3.30-5.00pm (Sign-up sheet on the door)  
Fax: (617) 496 2850  
Cell: (857) 445 9105  
Email: Pippa_Norris@harvard.edu  
Class website: www.pippanorris.com under ‘classes’ Or bookmark: http://ksghome.harvard.edu/~pnorris/Courses/DPI413%20Home.htm  
Weblog: http://pippanorris.typepad.com/  
Course Assistants: Ian Cornell ian_cornell@ksg10.harvard.edu  
Faculty Assistant: Camiliakumari Wankaner  
Office: Littauer 201 Tel: (617) 495 5994 Fax: (617) 496 6372  
Email: Camiliakumari.Wankaner@harvard.edu  
Assessment: Course assignments, no exam  

COURSE SYNOPSIS:

Aims and objectives:

This course provides insights into why democratic governance matters, discusses what performance indicators and analytical benchmarks are available, compares what strategies have commonly been implemented by a range of different agencies, and applies policy recommendations to specific cases. It covers the core principles, analytical theories, practical tools, and applied methods useful for understanding these issues.

The primary aims of the course are policy advocacy, analysis, implementation and evaluation. That is, you will sharpen your understanding of the core principles and also develop practical policy recommendations designed to strengthen the institutions and processes of democratic governance. You will consider how best to implement these recommendations and also become familiar with benchmarks and indicators suitable to evaluate the impact of any intervention.

The course will use a broadly comparative methodology incorporating quantitative econometric and survey evidence, combined with qualitative evidence from a wide range of case studies from developing societies, as well as drawing from transitional, consolidated and established democracies. This class uses a series of exercises/assignments which culminate in team-based collective presentations of policy analysis reports to workgroups. Shared class datasets are also used for quantitative research as part of the assignments. There are no prerequisites for taking the class but some familiarity with Stata or SPSS is highly recommended.

The course is most suitable for those considering careers in international development, whether working in a foreign affairs or development ministry, consulate or mission for a national government or bilateral donor agency, employed by a national or regional NGO or reform think tank, or with careers in a multilateral or international organization such as the African Union, World Bank, UNDP or other United Nations agency or bureau, or managing an aid agency in a developing country.
Context:

In 2000, the world’s governments pledged to achieve the principles of the Millennium Declaration, including the intrinsic value of freedom for human development: “Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression or injustice. Democratic and participatory governance based on the will of the people best assures these rights.” The 2005 UN World Summit outcome document reaffirmed the commitment to “democracy as a universal value.” As well as an intrinsic development goal, leaders at the global summit further recognized the instrumental consequences, namely: “…that good governance and the rule of law at the national and international levels are essential for sustained economic growth, sustainable development and the eradication of poverty and hunger.”

Reflecting these commitments, international organizations and bilateral donors have collaborated with national stakeholders to strengthen processes and institutions of democratic governance. This includes UN agencies led by the UNDP and World Bank, regional organizations such as the EU, OAS, and African Union, bilateral donors such as NORAD, CIDA and Dfid, and a host of NGOs such as International IDEA, Amnesty International, IFES, and NDI.

Agencies seek to strengthen democratic governance for its own sake, as well as for the broader impact upon human development. Effective state institutions reflecting the principles of democratic governance, such as accountability, transparency and rule of law, are widely thought to encourage and complement the activities of the private and non-profit sectors, allowing markets to flourish and people to live healthier, happier lives. Democratic governance aims to develop institutions and processes that are more responsive to the needs of ordinary citizens, including the poor and marginalized. Moreover, democratic governance is believed to promote international peace and cooperation, reducing the causes of conflict and violence between and within states. Rebuilding fragile states emerging from civil war and international conflict is also thought to reduce the dangers of terrorism and improve human security.

The international community has focused its programs on three main areas of intervention. Democratic assistance has flowed into attempts to foster and expand inclusive participation in civic society by supporting processes of free and fair elections, as well as nurturing grassroots organizations, advocacy NGOs, opposition movements and parties, and the independent news media. Aid has also been devoted to rebuilding state capacity through strengthening the rule of law and independent judiciaries, effective legislatures, public administrative reforms, and local governance. Lastly, resources have also been invested in attempts to strengthen the principles and values of human rights, gender equality and women’s empowerment, and transparency.

The diverse range of strategies used to strengthen democratic governance by different agencies often involve ‘soft’ power - exemplified by advocating democratic values and principles; providing technical assistance and financial aid; sharing knowledge about best practices, international cooperation, and policy expertise; encouraging capacity development and training; ‘naming and shaming’ the worse cases of abuse of human rights or political freedoms; and promoting dialogue about political reform and social audits of government performance. But actors can also involve the techniques of ‘hard’ power, such as setting, monitoring, and enforcing standards through international conventions and legal agreements; allocating development aid based on conditional or incentive-based criteria; monitoring and enforcing peace-building settlements; and intervening through trade sanctions or even militarily to prevent human rights abuses or to promote democracy more aggressively.

In this regard, the techniques employed by UN agencies, multilateral organizations, bilateral foreign ministries, international foundations, and by cause-based international think tanks will vary significantly, depending upon their roles and resources, as well as the type of regime they are seeking to influence. For example, Human Right Watch, the UNDP, and NORAD or CIDA can do to shape democratic processes and human rights in Liberia, Benin or the DRC will be very different, but each can play a complimentary role.
How far have these development goals been achieved?

The third wave of democratization since the early-1970s has seen a substantial surge in the number of electoral democracies worldwide. Despite significant gains, many traps remain. The primary challenge facing many states concerns establishing, deepening, and strengthening the quality of democratic institutions and processes. This is particularly important at a time when many observers emphasize that popular disillusionment with the performance of democratically-elected governments is becoming evident in Central Europe and Latin America. The international community also needs to counter an active push-back against human rights and fundamental freedoms by electoral autocracies, such as Russia, and Venezuela. Moreover many autocracies persist, whether military-backed dictatorships (Burma), authoritarian regimes (Belarus, North Korea), elitist one-party oligarchies (Zimbabwe, Togo), or absolute monarchies (Saudi Arabia). Major challenges confront attempts at building peace and stable nation-states in societies emerging from recent deep-rooted conflict, such as Afghanistan, Nepal, Sri Lanka, Sudan, Bosnia-Herzegovina, Sierra Leone, Time-Leste, and Iraq. The process of political development and democratization therefore remains deeply flawed and incomplete in many countries.

The structure and organization of the course

To understand these issues,

*Part I (advocacy)* discusses the normative arguments why democratic governance is regarded as an intrinsic component of human development and its instrumental relationship with economic growth, social welfare, and peace.

*Part II (analytics)* supplies the diagnostic and analytical tools and benchmarks suitable for a needs assessment evaluating the quality of democratic governance in any state or region.

*Part III (policy options)* considers the underlying reforms available for strengthening democratic governance and organizations which have concentrated their resources and programs in each area.

*Part IV (implementation)* focuses upon a series of case studies where you are asked to apply the tools and analyze major options facing institutional reforms to the context and challenges facing specific states. The conclusion draws together the core lessons of democratic governance for the policy community.
## CLASS SCHEDULE 2009:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Due dates (i)</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Part I: Advocacy: Democratic governance for development</strong></td>
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<tr>
<td>1</td>
<td>Wed 2 Sept</td>
<td>Introduction: Roadmap and democratic governance for development</td>
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<tr>
<td>2</td>
<td>Wed 9 Sept</td>
<td>The role of the UN, regional organizations and bilateral donors</td>
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<td>3</td>
<td>Mon 14 Sept</td>
<td>Impact upon economic growth and social welfare</td>
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<td>4</td>
<td>Wed 16 Sept</td>
<td>Impact upon peace, conflict and terrorism</td>
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<td><strong>Part II: Analytics: Diagnostics, benchmarks and indicators</strong></td>
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<td>5</td>
<td>Mon 21 Sept</td>
<td>Overview: Alternative concepts of democratic governance</td>
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<td>6</td>
<td>Wed 23 Sept</td>
<td>Introduction to using the QoG and shared class datasets</td>
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<td>7</td>
<td>Mon 28 Sept</td>
<td>Measuring democracy: Freedom House and Polity IV</td>
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<td>8</td>
<td>Wed 30 Sept</td>
<td>Minimalist measures: Przeworski/Cheibub</td>
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<td>9</td>
<td>Mon 5 Oct</td>
<td>Utilizing the shared CS-TS class datasets (Applied Lab session #1)*</td>
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<td>10</td>
<td>Wed 7 Oct</td>
<td>Survey indicators and democratic audits: WVS</td>
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<td>11</td>
<td>Wed 14 Oct</td>
<td>Measuring good governance: Kaufmann-Kraay</td>
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<tr>
<td>12</td>
<td>Mon19 Oct</td>
<td>Utilizing the shared CS-TS class datasets (Applied Lab session #2)*</td>
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<td><strong>Part III: Options: reform strategies and agencies</strong></td>
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<td>14</td>
<td>Mon 26 Oct</td>
<td>Elections: ACE/International IDEA</td>
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<td>15</td>
<td>Wed 28 Oct</td>
<td><strong>Guest Lecture:</strong> Larry Diamond  Strategies and options for strengthening democratic governance</td>
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<tr>
<td>16</td>
<td>Mon 2 Nov</td>
<td>Strengthening representation: parliaments, parties, and women’s empowerment: the Inter-parliamentary Union</td>
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<td>17</td>
<td>Wed 4 Nov</td>
<td>Building the capable state: public administration reform, local governance, and anti-corruption: Transparency International</td>
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<td>18</td>
<td>Mon 9 Nov</td>
<td>Civil society, social capital and the news media: Committee to Protect Journalists and the Open Society Institute</td>
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<td>19</td>
<td>Mon 16 Nov</td>
<td>Human rights, justice, and rule of law: Amnesty International</td>
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<td><strong>Part IV: Implementation: Applied case-studies</strong></td>
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<td>20</td>
<td>Wed 18 Nov</td>
<td>Identifying your client’s strategic priorities and capacities</td>
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<tr>
<td>21</td>
<td>Mon 23 Nov</td>
<td>Class workgroup presentations</td>
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<td>22</td>
<td>Wed 25 Nov</td>
<td>Class workgroup presentations</td>
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<td>23</td>
<td>Mon 30 Nov</td>
<td>Conclusion &amp; wrap up</td>
<td># 3</td>
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**Note university holidays:** No class will be held on Labor Day (Mon 7 Sept), Columbus Day (Mon 12 Oct) and Veteran’s Day (11 Nov). (i) Assignments are due at the start of the class on these dates. Occasional guest speakers may be added to the schedule. *Computer lab sessions in Taubman (Sign up for A,B or C for each session). The computer lab has 20 terminals; you may need to share with a partner.

**Session 1:** Group A: Mon 5 Oct 1.00-2.30pm  Group B: Mon 5 Oct 2.30-4.00 Group C Tues 6 Oct 1.00-2.30pm
**Session 2:** Group A: Mon 19 Oct 1.00-2.30pm  Group B: Mon 19 Oct 2.30-4.00 Group C Tues 20 Oct 1.00-2.30pm
ASSIGNMENTS AND EVALUATION:

General points for all assignments:

- Participants are expected to keep up with the required readings and to attend classes every Monday and Wednesday.
- The QoG and the shared class dataset are available on the class website in Excel, Stata and SPSS formats for quantitative analysis with the assignments.
- Late policy: Barring an extraordinary excuse, all late assignments will be marked down a third of a grade (such as from A to A-) for each day following the due date.
- Your assignments are designed to be crafted as professional reports, representing evidence-based policy analysis, rather than written as personal essays or standard academic papers. The aim is to produce work which could be published by international agencies, multilateral organizations, bilateral donors, and national governments, as well as distributed internally within organizations. You need to consider how your work would be read and critiqued by representatives from governments and national stake-holders in the region. It needs to be carefully written and supported by direct evidence derived from the available datasets and from citations to existing research.
- Communicate your argument in a clear, concise and effective manner, designed for a non-technical readership. These are not academic research papers designed for journal publication.
- Use appendices and endnotes to explain more technical matters.
- Use effective endnote references citing sources from the peer-reviewed research literature, as suggested from the extensive readings listed in the syllabi and others related publications. Use endnotes to support any contentious claims, to provide your client with further sources of evidence, and to acknowledge any data sources.
- Use professional graphs, figures and tables with clear, short descriptive titles, and with full explanatory notes and data sources below each one.
- Integrate short, vivid cases and concrete illustrations to illustrate specific ‘good practice’ programs and strategies.
- The standard you should seek to achieve is equivalent to the World Bank Development Report or the UNDP Human Development Report. Consult these sources to check the format and writing style.

ASSIGNMENT 1: DIAGNOSTICS (30%) 

The first assignment involves becoming familiar with using the most common indices and cross-sectional and time-series datasets which you could use to compare and evaluate the quality of democratic governance. You are asked to use selected indicators to write a professional report focused on one world region (such as Latin America and the Caribbean, Sub-Saharan Africa, Asia, Central and Eastern Europe, North Africa and the Middle-East).

The potential client for your report is a regional organization, an international agency, or a bilateral donor. Your client has requested the report to identify the most pressing problems of democratic governance in the region, to prioritize their work within countries.

What indicators would you use (and why?), what descriptive trends and summary regional benchmarks would you develop for comparison, and what additional information would you collect, to evaluate and measure political priorities in your region? What secondary literature is available from research journals and monographs to support your argument? As part of the exercise, you should justify your choice of criteria, measures, and evidence for a non-technical audience. The QoG and the shared class datasets provide the following resources, along with many others:
1. Freedom House index of political rights and civil liberties
2. Polity IV Project Democracy and Autocracy scales
3. Cheibub and Gandhi Democracy-Autocracy classification
4. Vanhanen Democracy Index
5. World Values Survey/Global Barometers Attitudinal surveys
6. Kaufmann/Kraay World Bank Institute Good governance indicators
7. Transparency International Corruption index

Total word length: 2,500-3,000 words (additional Technical Appendices do not count in the total). Your report should be structured with subheadings as follows.

I. Executive summary (one page)
   • The key challenges facing democratic governance in the selected region
   • The plan for your report
   • Summary of your key conclusions

II. Brief summary of the methodology and indicators used in the report, as well as the reasons for the selection and any caveats

III. Analysis highlighting the primary challenges facing the region

IV. Conclusions and implications.

V. Technical appendix (including longer tables, larger graphs/figures, definitions of indicators and sources, and any multivariate analysis tables, if used.)

VI. Endnotes: comprehensive list of literature and references used in the report.

A downloadable shared report template and the discussions during class will provide some ideas on these topics. You are encouraged to collaborate with others working on the same region, but each student should submit his or her own report for an individual grade.

ASSIGNMENT 2: POLICY OPTIONS (30%)

Select one of the topics listed in the syllabus from Part III (classes 13-19) eg constitution building, electoral reform, strengthening women’s empowerment etc. Your essay should summarize, outline and evaluate the key alternative policy options which are available for strengthening this aspect of democratic governance. You should compare countries and identify cases of successful interventions as ‘best practice’. The essay should draw upon the recommended readings and research literature on the selected topic listed in the syllabus, as well as upon any online resources and publications.

Your report should be structured with subheadings to cover the following topics:

I. The executive summary of the plan of your essay and the major conclusions;

II. Summary of the core topic;

III. Outline of alternative policy options

IV. Selected cases illustrating effective interventions and ‘best practice’ on this topic

V. Assessment of the pros and cons of alternative options;

VI. Conclusions and recommendations;

VII. Technical appendix (including longer tables, larger graphs/figures, definition of indicators and sources, and any multivariate analysis tables, if used.)

VIII. Endnotes: comprehensive list of literature and references used in the report.

The discussions during class will provide some ideas on these topics and you are encouraged to work collaboratively with others, but each student should submit his or her own essay for an individual grade. The
report should be about 2,500-3,000 words in length in professional format. More details will be given out in class nearer the deadline.

ASSIGNMENT 3: IMPLEMENTATION (30%)

The aim of the final report is to build upon the two previous assignments by applying general insights and drilling down to specific regions, countries, and programs. You are asked to develop an integrated set of policy recommendations designed to strengthen the work of democratic governance advisors in the UNDP regional service centers. The report should focus on strengthening ONE of the topics in democratic governance covered in classes 13-19 and apply these insights to provide recommendations in ONE of the countries listed below.

- West Africa (Dakar office): Liberia, Sierra Leone, Mali and Benin
- Asia (Bangkok office): Nepal, Bhutan, Pakistan and Bangladesh
- Latin America (Panama office): Venezuela, Chile, Colombia, and Bolivia
- Central and Eastern Europe (Bratislava office): Russia, Belarus, Georgia, and Ukraine
- Middle East (Beirut office): Iraq, Afghanistan, Morocco, and Egypt

The report should be about 2,500-3,000 words in length, in professional format. Your report should be structured with subheadings as follows.

I. Executive summary of the key recommendations and the plan of your paper;

II. Contents page;

III. Summary of the key challenges you have selected concerning democratic governance in your selected country, comparing suitable benchmarks, indicators, and evidence from the research literature;

IV. Review of the literature and evidence about the specific causes of this problem;

V. Recommendation of the main policy options and strategic programmatic interventions which your client should consider;

VI. Conclusions and recap.

VII. Technical appendix (including longer tables, larger graphs/figures, definition of indicators and sources, and any multivariate analysis tables, if used.)

VIII. Endnotes: comprehensive list of literature and references used in the report.

The in-class discussions during class will provide some ideas on these topics and you will get feedback from others in the workgroup presentations given classes 21 and 22 of the course, but each student should submit his or her own report for an individual grade. More details will be given out in class nearer the deadline.

CLASS PARTICIPATION (10%)

Lastly, everyone will be expected to participate in class, including through brief class exercises. Sessions will involve discussing the readings, group exercises, report presentations, case studies, and debates about controversial issues.

REQUIRED READING

You should purchase the following book for the class. No packets will be used from CMO.

# Detailed Schedule, Readings and Topics

<table>
<thead>
<tr>
<th>Class: 1</th>
<th>Introduction: Roadmap and democratic governance for development</th>
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<tbody>
<tr>
<td>Date:</td>
<td>Wed 2 Sept</td>
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</table>
| Discussion topics: | How does democratic governance contribute towards the international development values and goals agreed by world leaders in the 2000 Millennium Declaration and the 2005 World Summit?  
| Online resources: | UN 2005 *World Summit Outcome* |

## Section I: Advocacy

<table>
<thead>
<tr>
<th>Class: 2</th>
<th>The role of the UN, regional organizations and bilateral donors</th>
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<tr>
<td>Date:</td>
<td>Wed 9 Sept</td>
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</table>
| Discussion topics: | Why has the notion of development gradually shifted from a focus upon the conditions leading towards alleviating poverty via sustainable economic growth towards a broader agenda encompassing issues of strengthening human choice, capabilities, and democratic governance?  
| | Haerpfer et al *Democratization* Chapter 7 pp92-106. |


**Online resources:**


UNDP [Democratic Governance](#)

World Bank [Public Sector governance](#)
<table>
<thead>
<tr>
<th>Impact of democratic governance upon economic growth and social welfare</th>
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<tr>
<td><strong>Class:</strong> 3</td>
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<tr>
<td><strong>Date:</strong> Mon 14 Sept</td>
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<tr>
<td><strong>Discussion topics:</strong></td>
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<tr>
<td>• Do governance institutions generate economic growth?</td>
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<td>• Does democracy improve social welfare for the poor in developing societies? Why or why not?</td>
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<tr>
<td><strong>Required readings:</strong></td>
</tr>
<tr>
<td>Haerpfer et al <em>Democratization</em> Chapter 8 pp107-125.</td>
</tr>
<tr>
<td><strong>Recommended supplementary readings:</strong></td>
</tr>
</tbody>
</table>
economic development.’ *Journal of Monetary Economic* 50:3-39.


Lake, D.A. and M.A. Baum. 2001. ‘The invisible hand of democracy - Political control and the provision of public services.’ *Comparative Political Studies* 34 (6): 587-621


Europe and Latin America Cambridge University Press.


**Class: 4**  
**Impact of democratic governance upon peace, conflict and terrorism**

**Date:**  
Wed 16 Sept

**Discussion topics:**

- Does democratic governance bring a ‘peace dividend’ or increase risks of instability?
- Does the spread of freedom reduce the risks of transnational terrorism?
- Is there a sequential order in the process of state-building and holding transitional elections?


**Recommended supplementary readings:**


Online resources:

- Uppsala University Department of Peace and Conflict Research
- Correlates of War [COW]
- University of Maryland: Peace and Conflict

**SECTION II ANALYTICS**

**Class:** 5

**Overview:** Alternative concepts of democratic governance

**Date:** Mon 21 Sept

**Discussion topics:**
- What are the core components of liberal democracy for Schumpeter and Dahl?
- Does deliberative democracy provide alternative opportunities for civic engagement at national level?
- What is the relationship between notions of ‘good governance’ and theories of democratic governance?

**Required readings:**

- Haerpfer et al Democratization Chapter 2 pp10-23

**Recommended supplementary readings:**

- Goodin, Robert E. 2008. Innovating democracy: democratic theory and practice after the
**Introduction to using the QoG and shared class datasets**

**Class: 6**

**Discussion topics:**
- Is there a consensus surrounding the concept of 'good governance'?
- What are the pros and cons of rule-based and outcome-based indicators for good governance?

**Required readings:**

**Recommended supplementary readings:**

**Online resources:**
Quality of Governance dataset [The QoG Data under ‘Data’]

**Class: 7**

**Measuring democracy: Freedom House and Polity IV**

**Date:**
Mon 28 Sept

**Discussion topics:**
- What criteria should be used to evaluate maximalist measures of democracy?
- How far are the Freedom House measures of democracy reliable, comprehensive, and accurate? How would you improve the Index?

**Required readings:**
Haerpfer et al *Democratization* Chapter 2 pp24-40

**Recommended supplementary readings:**

**Class: 8**

**Minimalist measures of democracy**

**Date:**
Wed 30 Sept

**Discussion:**
- What are the advantages of minimalist measures of democratization? What are their limits?
**Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996.** ‘Classifying political regimes.’ *Studies in International Comparative Development* 31: 3-36.  
**Cheibub, José Antonio, and Jennifer Gandhi. 2004.** “Classifying political regimes: a six-fold measure of democracies and dictatorships”. Prepared for the annual meeting of the American Political Science Association, Chicago, September 2004  
**Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996.** ‘Classifying political regimes.’ *Studies in International Comparative Development* 31: 3-36.  
**Cheibub, José Antonio, and Jennifer Gandhi. 2004.** “Classifying political regimes: a six-fold measure of democracies and dictatorships”. Prepared for the annual meeting of the American Political Science Association, Chicago, September 2004  
| Recommended supplementary readings: | **Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996.** ‘Classifying political regimes.’ *Studies in International Comparative Development* 31: 3-36.  
**Cheibub, José Antonio, and Jennifer Gandhi. 2004.** “Classifying political regimes: a six-fold measure of democracies and dictatorships”. Prepared for the annual meeting of the American Political Science Association, Chicago, September 2004  
| Online resources: | **Codebook and data from the** [Cheibub-Gandhi dataset](#) |
| Class: 9 | **Utilizing the shared class datasets (Applied lab sessions #1)** |
| Date: | Monday 5 Oct |
| Discussion topics: | Lab Exercise Meet Taubman Lab |
| Required readings: | Quality of Governance [Codebook](#) |
| Recommended supplementary readings: | [STM103 Introductory Guide to Using Stata](#)  
[SPSS Statistics Base Users Guide V17.0](#)  
[SPSS Statistics Brief Guide V17.0](#) |
| Online resources: | Class [datasets](#)  
Quality of Governance [dataset](#) (The QoG Data under ‘Data’)  
[SPSS](#) SPSS Statistics V17.0 includes information and a free downloadable trial version for 30 days.  
[Stata](#) The website contains useful links, including to the Stata Listserve. |
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<tr>
<th>Class: 10</th>
<th>Survey indicators and democratic audits: WVS</th>
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<tr>
<td>Date:</td>
<td>Wed 7 Oct</td>
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<tr>
<td>Discussion topics:</td>
<td>• Is support for democratic ideals a universal value?</td>
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<td>• What are the advantages and disadvantages of using democratic audits to debate the quality of democracy in any state?</td>
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<td>• What does survey evidence suggest about the relationship between cultural attitudes towards democratic governance and democratic performance, as monitored by aggregate indicators?</td>
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<tr>
<td></td>
<td>Haerpfer et al <em>Democratization</em> Chapter 9 pp126-144</td>
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<td></td>
<td>Inglehart, Ronald. 2003. ‘How Solid is Mass Support for Democracy and How Do We Measure It?’ <em>PS: Political Science and Politics</em>.</td>
</tr>
</tbody>
</table>
### Online resources:

- Asian Barometer
- Euro Barometer
- European Social Survey
- Gallup International *Voice of the People*
- Global Barometers
- International IDEA, *Assessing the quality of Democracy*
- Latino Barometro
- New Europe Barometer
- Pew Global Surveys

Complement to *The SAGE Handbook of Public Opinion* – [Tabular History of Comparative Survey Research](#)

*World Values Survey* 1981-2005

### Class: 11

**Measuring good governance: Kaufmann-Kraay**

### Date:

Wed 14 Oct

### Discussion topics:

- What are advantages and limitations of using Kaufmann-Kraay’s indicators of good governance?
- Are the Kaufmann-Kraay indicators reliable, comprehensive, and valid?
- What are the major changes in ‘good governance’ as indicated by the Kaufmann-Kraay dataset from 1996 to date?
- How would you explain the challenges to good governance in Sub-Saharan Africa, as documented by the Ibrahim Index of African Governance?

### Required readings:


### Recommended supplementary readings:


Nanda, Ved P. 2006. ‘The good governance concept revisited.’ *Annals American Association of the Political and Social Sciences* 603: 263-283

### Online Sites:

[World Bank Governance Indicators](#)
resources:  
- CIA World Factbook  
- Ibrahim Index of African Governance

Class: 12  
Utilizing the shared CS-TS class datasets (Applied lab sessions #2)

Date:  
Monday 19 Oct

Discussion topics:  
Class exercises in lab

Required readings:  
Samanni, Marcus, Jan Teorell, Staffan Kumlin & Bo Rothstein. 2008. The QoG Social Policy Dataset, version 4Nov08. University of Gothenburg: The Quality of Government Institute,

Recommended supplementary readings:  
Beck, Nathaniel and Jonathan Katz. 1995. ‘What to do (and not to do) with Time-Series Cross-Section Data.’ American Political Science Review. 89: 634-647  

Online resources:  
- Class datasets  
- Quality of Governance dataset (The QoG Data under ‘Data’)  
- SPSS SPSS Statistics V17.0 includes information and a free downloadable trial version for 30 days.  
- Stata The website contains useful links, including to the Stata Listserve.  
- STM103 Introductory Guide to Using Stata  
- SPSS Statistics Base Users Guide V17.0  
- SPSS Statistics Brief Guide V17.0  
- Harvard-MIT Data Center For downloading other datasets  
- Harvard Software Licensing For the student license to either program  
- Guide to using the SSCI Web of Science for literature reviews

SECTION III

Class: 13  
Constitution-building in peace-building processes: International IDEA

Date:  
Wednesday 21 Oct

Discussion topics:  
- Is there a single best set of democratic institutions?  
- What are the key contrasts between ‘consensus’ or ‘majoritarian’ democracies; compare and contrast two developing countries exemplifying each type.  
- Do we know enough about the impact of political institutions to engage in successful ‘constitutional engineering’? Compare the outcome of constitutional peace settlements in
two societies to consider these issues.

| | Zachary Elkins, Thomas Ginsburg and James Melton. 2007. *The Lifespan of Written Constitutions* |
| **Online resources:** | **International IDEA**  
The Comparative Constitutions Project  
Constitution Finder |
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<td><strong>Class:</strong> 14</td>
<td><strong>Elections: ACE/International IDEA</strong></td>
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<td><strong>Date:</strong></td>
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| **Discussion topics:** | • In considering debates about electoral reform, list the five most important normative values that any electoral system should meet, and give detailed reasons justifying your choices.  
• What are the major distinctions between plurality first-past the-post, the alternative vote, the single transferable vote, combined/ mixed, and party list electoral systems? Discuss with illustrations of recent elections held under each type of rules.  
• Are mixed member (combined) electoral systems the best of all possible worlds?  
• Compare two countries and discuss the primary advantages and disadvantages of proportional or majoritarian/plurality electoral systems for each state.  
• Do proportional electoral systems generate fragmented or extreme multiparty systems?  
• What are the consequences of majoritarian/plurality electoral systems for the representation of women and ethnic minorities, and why do these effects occur? |
Haerpfer et al *Democratization* Chapter 15 pp219-233 |


**ACE Electoral Knowledge Network**


**International Foundation for Electoral Systems (IFES)**

**Class:** 15

**Guest lecture: Larry Diamond** Strategies and options for strengthening democratic governance

**Date:** Wed 28 Oct

**Discussion topics:**

- Which strategies are most common and which most effective for multilateral agencies seeking to strengthen democratic governance: external pressures (‘sticks’) such as publishing ranked indices, international observer missions, and annual reports (TI, Amnesty International, OSCE); external incentives through conditionality criteria (‘carrots’) (eg EU membership, MCA, Community of Democracies); or long-term capacity building with local stakeholders for national ownership (eg UNDP)?

**Required readings:**


Haerpfer et al *Democratization* Chapter 6 pp74-91.

**Recommended supplementary readings:**


Collier, Paul. 2007. *The Bottom Billion: Why the Poorest Countries are failing and what can be


**Online resources:**
Examples of bilateral donor strategies and program interventions
UK Department of International Development (Dfid) White Paper [Making Governance Work for the Poor](http://www.dfid.gov.uk)
Canadian International Development Agency (CIDA) [Office for Democratic Governance](http://www.cida.gc.ca)
US National Endowment for Democracy
SNV – Netherlands Development Organisation

**Class:** 16
**Strengthening representation: parliaments, parties, and women’s empowerment: the Inter-parliamentary Union**

**Date:** Mon 2 Nov
| Discussion topics: | • Why have quotas for women spread so rapidly in many countries worldwide and what are the consequences of their adoption?  
• What are the primary barriers to achieving gender parity in elected office?  
• What are the main reforms available for strengthening legislatures to counterbalance the power of the executive? |
|---|---|
Haerpfer et al *Democratization* Chapter 10 pp145-157 |
| Online resources: | Inter-parliamentary Union  
National Democratic Institute  
Quotas Project |
<p>| Class: 17 | Building the capable state: public administration reform, decentralization and local governance, and anti-corruption: Transparency International |</p>
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| **Discussion topics:** | • What are the pros and cons of the methodology employed in TI’s corruption perception index?  
• Does decentralization strengthen or weaken good governance?  
• What are the practical policy recommendations that you would draw from World Bank Diagnostic Tools for strengthening public sector management and governance decentralization? |
Treisman, Daniel. 2007. ‘What have we learned about the causes of corruption from ten years of cross-national empirical research?’ *Annual Review Of Political Science* 10: 211-244 2007.  
New York: Cambridge University Press.

Online resources: Transparency International

Class: 18
Civil society, social capital, and the news media: the Open Society Institute

Date: Mon 9 Nov

Discussion topics:
- Does social capital, including dense social networks and rich reservoirs of social trust, help to explain why some democratic governments succeed while others fail?
- What should be the roles of the news media in governance and development?
- Does social trust matter for democratic governance? Explain why and why not.
- Compare and contrast any two developing nations to evaluate whether the central claims in Putnam’s theory of social capital hold in cross-cultural perspective?

Required readings:
Haerpfer et al Democratization Chapter 12 pp172-185 and 16 pp234-248

Recommended supplementary readings:
Foley, Michael and Bob Edwards. 1998. ‘Beyond Tocqueville: Civil Society and Social Capital in


Schofer E. and M. Fourcade-Gourinchas. 2001. ‘The structural contexts of civic engagement:


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**Class: 19**  
**Human rights, justice, and rule of law: Amnesty International**

**Online resources:**  
- World Bank Social Capital for Development  
- Open Society Institute  
- Amnesty International  
- Committee to Protect Journalists  
- Freedom House, *Freedom of the Press*.  
- Index on Censorship  
- International Federation of Journalists

**Date:**  
Mon 16 Nov

**Discussion topics:**  
- How far should international human rights organizations focus on defending economic, social and cultural rights? Examine the arguments for and against.
- What does a rights-based approach to development entail and what are its advantages and disadvantages compared with alternative approaches favoring development?

**Required readings:**  


**Recommended supplementary readings:**  


### Online resources:
- Amnesty International
- Cingranelli-Richards (CIRI) Human Rights Data Project
- Human Rights Watch

### SECTION IV  Case-studies and evaluation

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<td>How can you best prioritize the most effective policy recommendations for strengthening democratic governance?</td>
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<td>Haerpfer et al <em>Democratization</em>  Pick ONE regional overview to discuss from Chapter 18-23</td>
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