Contact Details:

Class time: Mondays and Wednesdays 1.10 to 2.30pm  
Class place: Land Hall  
Shopping: Monday 28th January 2008  
First class: Wednesday 30 Jan 2008  
Last class: Wednesday 30 April 2008  
Lecturer: Pippa Norris, McGuire Lecturer in Comparative Politics  
Office: Littauer 110, Kennedy School of Government  
Office Hours: Tuesdays 2.00-4.30pm (Sign-up sheet on the door)  
Fax: (617) 496 2850  
Tel: (617) 495 1475  
Email: Pippa_Norris@harvard.edu  
Class website: www.pippanorris.com under ‘classes’  
Course Assistant Sagita Muco sagita_muco@ksq08.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 of STM103:

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. A shared class dataset is 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 bilateral donor agency, employed by a national or regional NGO or reform think tank, working for 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 government 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.

Part III (policy options) considers the underlying institutional reforms available for strengthening democratic governance and selects one of the 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:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Due dates (i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed 30 Jan</td>
<td>Introduction: Democratic governance and development</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon 4\textsuperscript{th} Feb</td>
<td>The role of the UN, regional organizations and bilateral donors</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wed 6\textsuperscript{th} Feb</td>
<td>Impact upon economic growth and social welfare</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Mon 11\textsuperscript{th} Feb</td>
<td>Impact upon peace, conflict and terrorism</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part II: Analytics: Diagnostics, benchmarks and indicators</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Wed 13\textsuperscript{rd} Feb</td>
<td>Measuring democracy: Freedom House, Przeworski/Cheibub, and Polity IV</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Wed 20\textsuperscript{th} Feb</td>
<td>Cultural indicators and democratic audits: WVS</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mon 25\textsuperscript{th} Feb</td>
<td>Measuring good governance: Kaufmann-Kray</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Wed 27\textsuperscript{th} Feb</td>
<td>Introduction to the shared CS-TS class datasets (Lab session)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mon 3\textsuperscript{rd} Mar</td>
<td>Utilizing the shared CS-TS class datasets (Lab session)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part III: Options: reform strategies and agencies</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wed 5\textsuperscript{th} Mar</td>
<td>Strategies and options for strengthening democratic governance #1</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mon 10\textsuperscript{th} Mar</td>
<td>Constitution-building: International IDEA Speaker</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Wed 12\textsuperscript{th} Mar</td>
<td>Elections: ACE and IFES Speaker</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mon 17\textsuperscript{th} Mar</td>
<td>Strengthening parliaments, parties, and women’s empowerment: the Inter-parliamentary Union Speaker</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wed 19\textsuperscript{th} Mar</td>
<td>Building the state: public administration reform, local governance, and anti-corruption: Transparency International</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Wed 2\textsuperscript{nd} Apr</td>
<td>Civil society, social capital, and NGOs: the Open Society Institute and CIVICUS</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Mon 7\textsuperscript{th} Apr</td>
<td>Media Freedom: Committee to Protect Journalists</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Wed 9\textsuperscript{th} Apr</td>
<td>Human rights, justice, and rule of law: Amnesty International # 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Part IV: Evaluation: Comparing bottom up cases</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Mon 14\textsuperscript{th} Apr</td>
<td>a) Liberia and Sierra Leone or b) Mali and Benin # 3</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Wed 16\textsuperscript{th} Apr</td>
<td>c) Nepal and Bhutan or d) Pakistan and Bangladesh # 3</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Mon 21\textsuperscript{st} Apr</td>
<td>e) Venezuela and Chile or f) Colombia and Bolivia # 3</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Wed 23\textsuperscript{rd} Apr</td>
<td>g) Russia and Belarus or h) Hungary and Bulgaria # 3</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Mon 28\textsuperscript{th} Apr</td>
<td>i) Iraq and Afghanistan or j) Morocco and Egypt # 3</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Wed 30\textsuperscript{th} Apr</td>
<td>Conclusion &amp; key lessons for development success</td>
<td></td>
</tr>
</tbody>
</table>

*Note university holidays:* No class will be held on President's Day (M 18 Feb), during spring break (23-30\textsuperscript{th} March) or due to a conflict schedule on Mon 31\textsuperscript{st} Mar (i) Assignments are due to be handed in at the start of the class on these dates. Occasional guest speakers will be added to the schedule.
Assignments and evaluation:

Participants are expected to keep up with the required readings and to attend classes every Monday and Wednesday.

The shared class dataset is 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.

Assignment 1: Challenges of democratic governance facing a world region (25%)

The first assignment involves becoming familiar with using the most common indices and cross-sectional and time-series datasets available to compare and evaluate the quality of democratic governance. You are asked to use selected indicators to write a professional report assessing and comparing the problems of democratic governance reform in one world region (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 in order to identify the most pressing problems of democratic governance in the region, to prioritize their work with countries. Your report will also be read and critiqued by representatives from governments and national stake-holders in the region so it needs to be carefully written and supported by direct evidence derived from the available datasets and from citations to existing research. It has a professional readership so the presentation of effective graphs and figures are essential to summarize data, with more technical details confined to a technical appendix, and it should NOT be written as a personal essay or as an academic paper. Your first report will also be the basis for subsequent assignments.

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 shared class dataset provides 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/Kray 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
   - Contents page

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

III. Synopsis focusing on the primary challenges facing the region under each of the following topics:
   - The socioeconomic context (demographics, development and economic indicators)
• Trends and contemporary comparisons of regime types
• Summary of the types of executive and legislatures in the region
• The role and types of elections and party systems in the region
• The type of judiciary and the role of the courts in the region
• The local and regional structure of governance in the region
• The state of civil society and the role/structure of the news media

IV. Conclusions and implications.
V. Technical appendix (including longer tables, larger graphs/figures, definition of indicators and sources, and any multivariate analysis tables, if used.)
VI. 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 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: Evaluating program effectiveness of development agencies (25%)

Following the Paris Declaration, one of the key concerns of the international community has been aid effectiveness, in particular learning what works for development and demonstrating the positive impact of interventions, to ‘scale up’ programs.

In this context, how could we assess the range of alternative program options used by different development agencies to strengthen democratic governance? How could we evaluate the effectiveness of commonly used policy options to share knowledge and information about ‘best practices’?

Select one of the organizations listed in the syllabus from classes 10-17. Focusing on the issue of democratic governance, you are asked to describe the agencies' overall mission, goals, and organizational resources, their strategies and activities for working on issues of democratic governance, and their programs, projects, and budget on this area of work. Overall, how effective is the organization in meeting its objectives and goals concerning democratic governance? The report should draw upon the recommended readings and research literature on the selected topic listed in the syllabus, as well as upon the specific organization's website and publications. Your report is designed to be read by international agencies, multilateral organizations, and bilateral donors, as well as by internal representatives from the organization, so it should NOT be written as a personal essay or as an academic paper. Your report should be structured with subheadings to cover the following topics:

I. The executive summary of the major findings and plan of your report;
II. Summary of the selected organization's overall mission, goals, and organizational resources;
III. Description of the selected organization's strategies and activities on the topic listed in the syllabus (eg elections for IFES, anti-corruption for TI, human rights for Amnesty International);
IV. Assessments of the organization's effectiveness in reaching its stated goals;
V. Conclusions and implications;
VI. Technical appendix (including longer tables, larger graphs/figures, definition of indicators and sources, and any multivariate analysis tables, if used.)
VII. 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 are encouraged to work collaboratively with others in the class, but each student should submit his or her own report 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: Policy analysis recommendations for the UNDP (35%)

The aim of the final report is to build upon the two previous assignments by applying general insights and drilling down to specific cases and detailed programs. You are asked to develop an integrated set of policy recommendations designed to strengthen the work of the UNDP Democratic Governance practice. The recommendations should focus on strengthening democratic governance in two selected countries within the region you picked for the first assignment. The countries can be selected from one of the following paired sets:

Africa
a) Liberia and Sierra Leone, or  
b) Mali and Benin

Asia
 c) Nepal and Bhutan, or  
d) Pakistan and Bangladesh

Latin America
e) Venezuela and Chile, or 
f) Colombia and Bolivia

Central and Eastern Europe
g) Russia and Belarus, or 
h) Bulgaria and Hungary

Middle East
i) Iraq and Afghanistan, or  
j) 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 facing democratic governance in each 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 need to work collaboratively with others for the class presentations given in the final section 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 (15%)

Lastly, everyone will be expected to participate in class, including in brief class exercises. Sessions will involve discussing the readings, group exercises, report presentations, case studies, and debates about controversial issues. Overall half of the class participation grade will depend upon the oral presentations of your final report, made successively in weeks 18-22.
## Detailed schedule, readings and topics

<table>
<thead>
<tr>
<th>Class: 1</th>
<th><strong>Class 1 Introduction: Democratic Governance and Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>Wed 30 January</td>
</tr>
</tbody>
</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?  
• What are the most important normative values at the heart of the concept of human development? |
http://www.un.org/millennium/declaration/ares552e.htm  
http://www.un.org/millenniumgoals/ |
| **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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>Monday 4th February</td>
</tr>
</tbody>
</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?  
• Why have the issues of democratic governance risen on the agenda of the international development community, regional organizations, NGOs, and bilateral donor agencies? |
Dollar, David and Victoria Levin. 2006. 'The increasing selectivity of foreign aid, 1984-2003.' *World Development* |
34 (12): 2034-2046.

Online resources:

Class: 3

**Impact of democratic governance upon economic growth and social welfare**

**Date:** Wednesday 6th February

**Discussion topics:**
- Explain and assess Przeworski's claims about the relationship between democracy and economic growth. Does their theory continue to hold for the era since the early-1990?
- Does democracy improve social welfare for the poor in developing societies? Why or why not?

**Required readings:**

**Recommended supplementary readings:**


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


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

Date: Monday 11th February

Discussion topics:
- Does democratic governance bring a ‘peace dividend’?
- 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?


Online resources: Uppsala Department of Peace and Conflict Research. http://www.pcr.uu.se/ (datasets under ‘research’)
Correlates of War (COW) http://www.correlatesofwar.org/
University of Maryland: Peace and Conflict http://www.cidcm.umd.edu/pc/

SECTION II ANALYTICS

Class: 5 Measuring democracy: Freedom House, Przeworski/ Cheibub, Polity IV

Date: Wednesday 13th February

Discussion
- What criteria should be used to evaluate minimalist and maximalist measures of democracy?
### Discussion topics:

- How far are the Freedom House measures of democracy reliable, comprehensive, and accurate? How would you improve the Index?
- What are the advantages and disadvantages of the Przeworski et al. dichotomous measure of regime types for comparing the process of democratization?
- How would you assess the strengths and weaknesses of the Freedom House, Przeworski/Cheibub and Polity IV indices

### Required readings:


### 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.

### Online resources:

- Quality of Governance dataset [http://www.qog.pol.gu.se/](http://www.qog.pol.gu.se/)

### Class: 6

**Cultural indicators and democratic audits:**

### Date:

Wed 20th February

### Discussion topics:

- Is support for democratic ideals a universal value?
- What are the advantages and disadvantages of using democratic audits to debate the quality of democracy in any state?
- What does survey evidence suggest about the relationship between cultural attitudes towards democratic governance and democratic performance, as monitored by aggregate indicators?

### Required readings:


### Recommended supplementary readings:

- Inglehart, Ronald and Christopher Welzel. 2003. ‘Political culture and democracy - Analyzing cross-level linkages.’


Inglehart, Ronald. 2003. 'How Solid is Mass Support for Democracy and How Do We Measure It?' *PS: Political Science and Politics.*


### Online resources:

- International IDEA, *State of Democracy Project.* (Read the overview and the reports for any two countries prior to class) [http://www.idea.int/ideas_work/14_political_state.htm](http://www.idea.int/ideas_work/14_political_state.htm)
- Global barometers [http://www.globalbarometer.net/](http://www.globalbarometer.net/)

### Class: 7

**Measuring good governance: Kaufmann-Kray**

**Date:** Monday 25th February

**Discussion topics:**
- What are advantages and limitations of using Kaufmann-Kray's indicators of good governance?
- Are the Kaufmann-Kray indicators reliable, comprehensive, and valid?
- What are the major changes in 'good governance' as indicated by the Kaufmann-Kray dataset from 1996 to date?
- How would you explain the challenges to good governance in Sub-Saharan Africa, as documented by the Kaufmann-Kray indicators?

**Required readings:**

Grindle, Merilee S. 2004. 'Good Enough Governance: Poverty Reduction and Reform in Developing Countries.' *Governance* 17 (4): 525–548.


**Recommended supplementary readings:**

<table>
<thead>
<tr>
<th>Class: 8</th>
<th>Utilizing the shared CS-TS class dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Wednesday 27th February</td>
</tr>
<tr>
<td>Discussion topics:</td>
<td>Class exercises in lab</td>
</tr>
<tr>
<td>Required readings:</td>
<td>None</td>
</tr>
<tr>
<td>Recommended supplementary readings:</td>
<td>None</td>
</tr>
</tbody>
</table>

| --- | --- |

<table>
<thead>
<tr>
<th>Class: 9</th>
<th>Utilizing the shared CS-TS class dataset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Monday 3rd March</td>
</tr>
<tr>
<td>Discussion topics:</td>
<td>Class exercises in lab</td>
</tr>
<tr>
<td>Required readings:</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online resources:</th>
<th>Class datasets: <a href="http://ksghome.harvard.edu/~pnorris/Data/Data.htm">http://ksghome.harvard.edu/~pnorris/Data/Data.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality of Governance dataset <a href="http://www.qog.pol.gu.se/">http://www.qog.pol.gu.se/</a></td>
</tr>
</tbody>
</table>

**SECTION III STRATEGIC OPTIONS**

<table>
<thead>
<tr>
<th>Class: 10</th>
<th>Options and strategies for strengthening democratic governance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Wednesday 5th March</td>
</tr>
<tr>
<td>Discussion topics:</td>
<td>• Which strategies are most common and which most effective for multilateral agencies seeking to strengthen democratic governance: <em>external pressures</em> (‘sticks’) such as publishing ranked indices, international observer missions, and annual reports (TI, Amnesty International, OSCE); <em>external incentives through conditionality criteria</em> (‘carrots’) (eg EU membership, MCA, Community of Democracies); or <em>long-term capacity building</em> with local stakeholders for national ownership (eg UNDP)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Online resources:</th>
<th>Class datasets: <a href="http://ksghome.harvard.edu/~pnorris/Data/Data.htm">http://ksghome.harvard.edu/~pnorris/Data/Data.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quality of Governance dataset <a href="http://www.qog.pol.gu.se/">http://www.qog.pol.gu.se/</a></td>
</tr>
</tbody>
</table>
**Required readings:**

| **Chapter 1-3. [http://www.idea.int/publications/evaluating_democracy_support/index.cfm](http://www.idea.int/publications/evaluating_democracy_support/index.cfm) (Overview, USAID, and SIDA.)** |

**Recommended supplementary readings:**

| **Collier, Paul. 2007. The Bottom Billion: Why the Poorest Countries are failing and what can be done about it? Oxford: Oxford University Press. Ch 5.** |

**Online resources:**

- Examples of bilateral donor strategies and program interventions
  - The Netherlands [http://www.snvworld.org](http://www.snvworld.org)

**Class: 11**

**Constitution-building: International IDEA**

**Date:**

Monday 10th March **Guest speaker: Kirsti Samuels, International IDEA**

**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.

**Required readings:**


**Recommended readings:**

supplementary readings:


Online resources:
International IDEA http://www.idea.int/conflict/cbp/
The Comparative Constitutions Project https://netfiles.uiuc.edu/zelkins/constitutions/
Constitution Finder http://confinder.richmond.edu/

Class: 12
Elections: ACE and IFES

Date: Wednesday 12th March

Guest speaker: Linda Maguire, UNDP

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?

### Required readings:


### Recommended supplementary readings:


### Online resources:


### Class: 13

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

**Date:** Monday 17th March **Guest Speaker, Drude Dahlerup, Stockholm University/ Quotas Project**

**Discussion**

- Why have quotas for women spread so rapidly in many countries worldwide and what are the
### Discussion topics:

- What are the pros and cons of the methodology employed in TI’s corruption perception index?
- What is the relationship between elite opinion in TI’s Corruption Perception Index and mass opinion in TI’s Global Corruption Barometer?
- What are the practical policy recommendations that you would draw from World Bank Diagnostic Tools for strengthening public sector management and governance decentralization?

### Required readings:


Tresnian, 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.
### Recommended supplementary readings:


### Online resources:


### Class: 15

**Civil society, social capital, and NGOs: the Open Society Institute**

### Date:

Wednesday 2nd April

### 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?
- How can the accountability of NGOs be strengthened?
- 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:


### Recommended supplementary

- Albrow, Martin, Helmut Anheier, Marlies Glasius, Monroe Price and Mary Kaldor (Eds.) 2008. *Global Civil Society*
readings:


Online resources:

Class: 16  |  Media Freedom: Committee to Protect Journalists
--- | ---
Date: | Monday 7th April

**Discussion topics:**
- What are the ideal roles of the news media as agenda-setters, watchdogs and in the public sphere in the democratization process? What are the primary barriers to achieving these roles?

**Required readings:**

**Recommended supplementary readings:**
- Sparks, Colin and A. Reading. 1994. 'Understanding media change in East-Central-Europe.' *Media Culture & Society* 16 (2): 243-270.
### Class: 17  
**Human rights, justice, and rule of law: Amnesty International, HRW and CIVICUS**

**Date:**  
Wednesday 9th April

**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:**


Committee to Protect Journalists  [http://www.cpj.org/](http://www.cpj.org/)


Index on Censorship  [http://www.indexoncensorship.org/](http://www.indexoncensorship.org/)


---

### Class: 18  
**SUB-SAHAREN AFRICA a) Liberia and Sierra Leone or b) Mali and Benin**

**Date:**  
Monday 14th April

**Discussion topics:**

Report presentations: Policy recommendations for strengthening democratic governance.

**Required readings:**


**Recommended supplementary readings:**


---

**Online resources:**


readings:


Online resources:

Class: 19

**ASIA: c) Nepal and Bhutan or d) Pakistan and Bangladesh**

Date: Wednesday 16th April

Discussion topics: Report presentations: Policy recommendations for strengthening democratic governance.


Recommended supplementary readings:


Class: 20

**LATIN AMERICA: e) Venezuela and Chile or f) Colombia and Bolivia**

Date: Monday 21st April

Discussion topics: Report presentations: Policy recommendations for strengthening democratic governance.

Required readings: Blanco C. 2006. *Reform of the state: An alternative for change in Latin America* *Annals Of The American Academy*
**readings:**


**Recommended supplementary readings:**

Carothers, Thomas. 2006. ‘The Backlash against democracy promotion.’ *Foreign Affairs* 85 (2): 55-68


**Online resources:**

Latinobarometro [www.latinobarometro.org](http://www.latinobarometro.org)

**Class: 21**

**CENTRAL AND EASTERN EUROPE: g) Russia and Belarus or h) Hungary and Bulgaria**

**Date:**

Wednesday 23rd April

**Discussion topics:**

Report presentations: Policy recommendations for strengthening democratic governance.

**Required readings:**


**Recommended supplementary readings:**


**Online resources:**

New Europe Barometer [www.cspp.strath.ac.uk](http://www.cspp.strath.ac.uk)

European Social Survey [http://naticent02.uuhost.uk.uu.net](http://naticent02.uuhost.uk.uu.net)
<table>
<thead>
<tr>
<th>Class: 22</th>
<th>MIDDLE EAST AND NORTH AFRICA: i) Iraq and Afghanistan or j) Morocco and Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Monday 28th April</td>
</tr>
<tr>
<td>Discussion topics:</td>
<td>Report presentations: Policy recommendations for strengthening democratic governance.</td>
</tr>
<tr>
<td>Online resources:</td>
<td>Arab Barometer <a href="http://arabbarometer.org/">http://arabbarometer.org/</a></td>
</tr>
<tr>
<td>Class 23</td>
<td>Conclusions: Lessons for effective development</td>
</tr>
<tr>
<td>Date:</td>
<td>Wednesday 30th April</td>
</tr>
<tr>
<td></td>
<td>Wrap up and evaluation</td>
</tr>
</tbody>
</table>