GOVT 6150
Comparative Democratic Politics
Semester 1, 2011

UNIT OF STUDY OUTLINE

Instructor: Visiting Professor Pippa Norris
Room: 443, Merewether (HO4)
Email: pippa.norris@harvard.edu
Consultation Hours: Mondays 2.00-3.30pm by appointment in my office, Merewether 443. There will be a signup sheet on my door to reserve a time slot during the semester.
Course website: https://elearning.sydney.edu.au

Lectures: Commencing Week 1
- Mondays 6 pm Carslaw Lecture Theatre 173

Seminar A: Mondays 5pm New Law School Annex SR 342
Seminar B: Mondays 7pm New Law School Annex SR 346

Faculty of Arts
School of Social and Political Sciences Office
Room 269, Merewether Building, HO4
Ph: 9351 2054; Fax: 9351 3624
Email: govt.dept@sydney.edu.au
Web: http://sydney.edu.au/arts/ssps/
Course Synopsis
This course compares:

(i)  The principles, processes, and goals of constitutional design;
(ii) The mechanisms of institutional design including the basic type of electoral system and issues of electoral management, the design of parliamentary and presidential executives, the decentralization of power in unitary or federal states, and innovative mechanisms designed to strengthen transparency, accountability, direct participation, and deliberation;
(iii) The political processes determining institutional choices;
(iv) The consequences of institutional design, including for prosperity, welfare, peace and democracy.

Materials will utilize large-scale global comparisons, as well as selected historical case studies of processes of constitutional adoption and institutional change in countries worldwide. The course compares institutions within established democracies, as well as in third wave democracies and in divided societies emerging from conflict. Role playing exercises will also be included.

Course Aims and Objectives
This course aims to sharpen your knowledge about comparative constitutions, improve your skills in the methods and techniques of comparative politics, provide an overview of the major normative and empirical debates in the research literature, and develop your awareness of the practical implications of constitutional choices.

Course Schedule Fall 2010

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<tr>
<th>#</th>
<th>Date</th>
<th>Class topic</th>
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<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>Introduction and course over-view</td>
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<tr>
<td>2</td>
<td>7 Mar</td>
<td>The principles and goals of constitutional design</td>
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<td>3</td>
<td>14 Mar</td>
<td>Electoral rules and processes</td>
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<td>4</td>
<td>21 Mar</td>
<td>Types of parliamentary and presidential executives</td>
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<td>5</td>
<td>28 Mar</td>
<td>Vertical power-sharing: federalism and decentralization</td>
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<td>6</td>
<td>4 Apr</td>
<td>Guest lecture</td>
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<td>7</td>
<td>11 April</td>
<td>Guest lecture (Assign#1)</td>
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<td>8</td>
<td>18 Apr</td>
<td>Innovative reforms for transparency and participation</td>
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<td>9</td>
<td>2 May</td>
<td>Political processes: Nepalese role playing exercise</td>
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<td>10</td>
<td>9 May</td>
<td>Consequences for economic growth (Assign#2)</td>
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<td>11</td>
<td>16 May</td>
<td>Consequences for human development and social welfare</td>
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<tr>
<td>12</td>
<td>23 May</td>
<td>Consequences for conflict and stability</td>
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<tr>
<td>13</td>
<td>30 May</td>
<td>Conclusions: The quality of democratic governance (Assign#3)</td>
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</tbody>
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Note: Guest lecture will be arranged for the classes on Monday 4th and 11th April, due to my prior speaking/travel engagements. The Easter vacation is April 22-29th.
Required reading
You should purchase the following book for the class. Copies have been ordered with the Sydney U coop bookshop. Other articles can be downloaded from the library. No reading packets will be used.


Note that the DOI listed in the syllabus is the static address of articles. Type this into your browser search and this should link directly to the article source. You will need to login first to the Sydney University library system to get full access and download. A Digital Object Identifier (DOI) is a unique identifier for an individual object on the web, e.g. a journal article, so that a permanent URL can be created to that object.

The supplementary selected bibliography (pp9+) and a list of online materials provide resources to enrich the core (required) readings. Further materials are available via www.pippananorris.com.

Assignments
1. Paper. 25% Institutional Choices. Due: 11 April. 2,000 word essay. Pick one of the following topics.
   - Compare any two countries emerging from conflict and outline the primary advantages and disadvantages of the choice of alternative electoral systems for each state.
   - Does decentralization strengthen or weaken good governance?
   - Do participatory processes encourage more sustainable and democratic constitutional choices? Discuss by comparing and contrasting any two contemporary cases of constitution writing.
   - “Presidential executives generate inherently more unstable regimes.” Evaluate and discuss.
   - Is constitutional design analogous to medical diagnosis and treatment?

2. Briefing memo: 10% Due 9 May. Two-sided memo answering the following question:
   - What would be your recommendations for the type of electoral system, type of executive, and type of decentralization for the new Nepal constitution and why?

3. Paper. 35% Institutional consequences: Due 30 May. 3,000 word essay. Pick one of the following topics for your paper:
   - Do governance institutions generate economic growth?
   - Does democracy improve social welfare for the poor in developing societies? Why or why not?
   - Is there a sequential order in the process of state-building and holding transitional elections in post-war societies? Discuss by comparing any two contemporary cases.

4. Seminar presentations. 20% total
You are asked to write briefing memos for two seminar sessions during the semester. You should produce sufficient copies of the memo to distribute to each participant. The short memo (2-3 pages) should lead and structure the discussion, ask relevant questions, and provoke group interaction.

5. Seminar attendance: 10%
Assignments and Grading Procedures

- **Required attendance:** Participants are expected to keep up with the required readings and to attend lectures and one seminar every Monday. The number of readings varies across classes; some are heavier than others.

- **Grading policy:** Assignments will be awarded a percentage grade and the final distribution of grades will be curved across the whole class. Unless the assignment grade is 50% or below (fail), no regrade requests will be allowed.

- **Late policy:** Barring an extraordinary excuse recorded in the Online System Portal, all late assignments will be marked down two percent for each day following the due date. A printed copy of each assignment is due to be handed in to the departmental office by 4pm on the specified dates.

- **Supplementary Readings:** For ALL assignments you need to go beyond the required readings by drawing upon a wide range of other materials from the research literature to support claims and arguments. The supplementary bibliography provides an indication of further resources and many others can be located using the library and the ISI Web of Science Social Science Citation Index. It is not sufficient to rely solely upon unpublished internet sources.

- **Citations:** You are recommended to read and cite at least ten publications for each essay assignment. Try to absorb the key points and recapitulate them in your own words, rather than using lengthy direct quotations. You should use citations to support controversial claims, to attribute arguments and ideas to their original source, to provide sources for factual statements, and to demonstrate an awareness of the main arguments in the research literature.

- **References** should follow a consistent style. You are recommended to use the sequential numeric endnote format, gathered at the end of each paper, where you give details about the author’s first and last name, the date of publication, the title, the publication place and publisher. The aim is to let readers locate the original works which you have read. Examples are as follows. For other details, see The Chicago Manual of Style Online.
  - **E.g. Articles**
  - **E.g. Books**
  - **E.g. Online website**
Advice to Students

- **Deadlines:** Written work must be delivered as a printed hardcopy to the Government and International Relations Departmental office by 4pm Monday on the due date specified.

- **Collaboration:** Students must acknowledge any collaboration and its extent in all submitted written work. This does not apply to discussion with others about general approaches to the assignment or assistance with proofreading. Collaboration in the completion of examinations is always prohibited.

- **Plagiarism:** University policies on academic honesty and plagiarism can be found at: [http://www.usyd.edu.au/senate/policies/Plagiarism.pdf](http://www.usyd.edu.au/senate/policies/Plagiarism.pdf). All students are required to submit a signed statement of compliance with all work submitted to the University for assessment, presentation or publication. A statement of compliance certifying that no part of the Work constitutes a breach of this Policy must be in the form of: a. a University assignment cover sheet; b. a University electronic form; or c. a University written statement. All homework assignments, projects, lab reports, papers, and examinations submitted to a course are expected to be the student’s own work. Students should always take great care to distinguish their own ideas and knowledge from information derived from sources. The term “sources” includes not only primary and secondary material published in print or on-line, but also information and opinions gained directly from other people. The responsibility for learning the proper forms of citation lies with the individual student. Quotations must be placed properly within quotation marks and must be cited fully. In addition, all paraphrased material must be acknowledged completely. Whenever ideas or facts are derived from a student’s reading and research or from a student’s own writings, the sources must be indicated. Students who are in any doubt about the preparation of academic work should consult me before the work is prepared or submitted.

- **Students with disabilities:** Students needing academic adjustments or accommodations because of a documented disability must speak with the professor by the end of the second week of the term. All discussions will remain confidential.
## Required readings

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<tr>
<td>1</td>
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<td>No reading required</td>
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<tr>
<td>2</td>
<td></td>
<td>The principles and goals of constitutional design</td>
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<td></td>
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<td>• Andrew Reynolds. 2011. <em>Designing Democracy in a Dangerous World</em>. Oxford: Oxford University Press. Ch 1, 2, and 3</td>
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<td>3</td>
<td></td>
<td>Electoral rules and processes</td>
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<td></td>
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<td>• Benoit, Kenneth. 2007. ‘Electoral laws as political consequences: explaining the origins and change of electoral institutions.’ <em>Annual Review of Political Science</em> 10: 363-90. DOI: 10.1146/annurev.polisci.10.072805.101608</td>
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<td>Guest lecture: Topic TBA</td>
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<td>Guest lecture: Topic TBA</td>
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<td>Innovative reforms for transparency and participation</td>
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<td>9</td>
<td>The political processes determining institutional choices. Role playing exercise: Workgroup discussion on designing the Nepal constitution</td>
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<td>- See supplementary online resources for briefing materials</td>
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<td></td>
<td>- International IDEA. Constitution Building program. <a href="http://www.idea.int/cbp/">http://www.idea.int/cbp/</a></td>
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<td></td>
<td>- Constitutionnet <a href="http://www.constitutionnet.org">http://www.constitutionnet.org</a></td>
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<td>Consequences for economic growth</td>
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<td>12</td>
<td>Consequences for peace and stability</td>
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</tbody>
</table>
|      | - Acharya, Amitav. 2010. ‘Democracy or death? Will democratisation bring
greater regional instability to East Asia?" Pacific Review 23(3): 335-358. DOI: 10.1080/09512748.2010.481052

13 Conclusions: the quality of democratic governance


University Student Support Services

If you are experiencing difficulties with your studies, or if you want general assistance, there are a number of University support services for students. Please also speak with me rather than missing lectures, seminars, or failing to complete all assessment tasks.

Disability Services
Level 5, Jane Foss Russell Building, G20
City Road (beside the Wentworth Building),
Ph: 8627-8422 (enquiries)
Email: disability.services@sydney.edu.au
Web: sydney.edu.au/stuserv/disability/index.shtml
Disability Services is the principal point of contact and support for students with disabilities. It works closely with administration and academic departments of the University to ensure that reasonable adjustments relating to teaching and assessment are made for students with disabilities, whilst maintaining the academic integrity and core requirements of the individual courses.

Counselling Service
Level 5, Jane Foss Russell Building, G20
City Road (beside the Wentworth Building),
Ph: 8627-8433
Email: counselling.service@sydney.edu.au
Web: sydney.edu.au/stuserv/counselling
The Counselling Service aims to help students fulfill their academic, individual and social goals through professional counselling and workshops. The Service provides short-term, problem-focused counselling to promote psychological wellbeing and to help students develop effective and realistic coping strategies.

Learning Centre
Level 7 – Education Building A35
Ph: 9351-3853
Email: learning.centre@sydney.edu.au
Web: http://sydney.edu.au/stuserv/learning_centre
Provides free workshops on a range of subjects including study skills, academic reading and writing, oral communication, and examination skills. The centre also offers programs specifically designed for students from a non-English speaking background.

Resource guidelines for referencing, essay structuring & writing are available on their website at:
Online learning assistance
This is available via the Write Site, which offers modules on grammar, sources and structure to help students develop their academic and professional writing skills. Each module provides descriptions of common problems in academic and professional writing and strategies for addressing them. Students can view samples of good writing and also do some practice activities in error correction. For further information visit the Write Site at http://writesite.elearn.usyd.edu.au.
Supplementary select bibliography (choose some of the following for your written assignments)


Alvarez, Mike, José Antonio Cheibub, Fernando Limongi, and Adam Przeworski. 1996. ‘Classifying political regimes.’ Studies in International Comparative Development 31: 3-36.


Bardhan, Pranab and Dilip Mookherjee, eds. 2006. Decentralization and Local Governance in Developing Countries: A Comparative Perspective Cambridge, MA: MIT Press.


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


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


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


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


## Online resources

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<th>Website/Project</th>
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<tr>
<td>ACE Electoral Knowledge Network</td>
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<td>Amnesty International</td>
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<td>Arab Reform Initiative</td>
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<td>Asian Barometer</td>
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<td>CIA World Factbook</td>
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<td>CIA World Leaders</td>
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<td>Cingranelli-Richards (CIRI) Human Rights Data Project.</td>
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<td>Class datasets</td>
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<td>Codebook and data from the Cheibub-Gandhi dataset</td>
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<td>Committee to Protect Journalists</td>
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<td>Constitution Finder</td>
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<td>Constitutional Writing and Conflict Resolution</td>
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<td>Comparative Constitution Project</td>
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<td>Correlates of War ([COW])</td>
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<td>Euro Barometer</td>
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<td>European Commission DG for Development</td>
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<td>European Social Survey</td>
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<td>Freedom House. Freedom in the World</td>
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<td>Gallup International Voice of the People</td>
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<td>Gallup International World Poll</td>
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<td>Global Barometers</td>
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<td>Guide to using the SSCI Web of Science for literature reviews</td>
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<td>Harvard-MIT Data Center For downloading other datasets</td>
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<td>Human Rights Watch</td>
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<td>Ibrahim Index of African Governance</td>
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<td>Index on Censorship</td>
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<td>International Federation of Journalists</td>
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<td>International Foundation for Electoral Systems (IFES) Record of election results</td>
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<td>International IDEA</td>
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<td>Assessing the quality of Democracy Democratic Audit International IDEA.</td>
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<td>Inter-parliamentary Union</td>
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<td>Latino Barometro</td>
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<td>National Democratic Institute</td>
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<td>New Europe Barometer</td>
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<td>OECD DAC Development Cooperation Network on Governance</td>
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<td>Open Society Institute</td>
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<td>Pew Global Surveys</td>
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<td>Quality of Governance dataset (The QoG Data under ‘Data’)</td>
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<td>Quotas Project</td>
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<td>Reporters without Borders</td>
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<td>Tabular History of Comparative Survey Research</td>
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<td>The SAGE Handbook of Public Opinion – The Comparative Constitutions Project</td>
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<td>Transparency International</td>
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<td>UN 2005 World Summit Outcome</td>
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<td>UNDP Democratic Governance</td>
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<td>Peace and Conflict, University of Maryland</td>
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<td>Uppsala University Department of Peace and Conflict Research</td>
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<td>US National Endowment for Democracy</td>
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<td>Women in National Parliaments, IPU</td>
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<td>World Bank Governance Indicators:</td>
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<td>World Bank Actionable Governance Indicators</td>
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<td>World Bank Public Sector governance</td>
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<td>World Bank Social Capital for Development</td>
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<td>World Values Survey 1981-2005</td>
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