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|   | POSC 216 INITIATIVE, REFERENDUM AND PUBLIC POLICYThis will be a discussion-based seminar in which students will carry the burden of the discussion. This requires close reading of the material; I recommend that you extract, from each set of readings, two or three ideas (along with pagination to specific quotations from the reading) that you will be ready to discuss in a prepared, coherent manner. Be prepared to *explain why* some quote is interesting and perhaps how it relates to previous materials. The readings in this course has been produced by learned, hard-working scholars. **When you read the materials, your first predisposition should be to appreciate the wisdom that the authors are sharing. Only after you have accomplished this should you begin to view the article from a critical frame.** This course will also require independent, self-motivated exploration. I expect you to follow up interesting footnotes and draw the attention of the class to them. I expect you to look on relevant websites and peruse scholarly journals for articles and insights about our class material that the syllabus has overlooked.Grading: Class Participation, Assignments, and self-motivated exploration (20%), Examination 1 (30%), Examination 2 (30%), Final Examination or Project (20%).**Broad Questions of the course***What is the history of the initiative and referendum?* Investigating this question might take us to an analysis of the debates between the Federalists and Anti-Federalists as well as a close reading of the Federalist Papers. We would certainly want to examine the historical circumstances that led to the creation of these tools of direct democracy. Why were they created in the few states that created them, why did other states reject them, what has contributed to their uneven spread across the US?*Are the tools of direct democracy a useful addition and complement to the republican institutions of representative democracy?* Do they merely replicate the same outcomes that would occur in legislatures? Do they suffer from the same drawbacks, *or worse*? Do they add, or promise to add, any qualities to democratic discourse, to the quality of citizenship, to participation, or to the justice of governance? Do these tools systematically produce different results at the state level than at the local level?*What is the record of the referendum in other democracies?* The initiative and referendum are not particular to American democracy. Many nations have a much broader experience with these institutions. How is the structure and function of these institutions different in other countries than it is in the US? Because the tools of Direct Democracy do not exist at the federal level, state and local sources are going to be your natural starting point. For instance,* the National Council of State Legislatures, specifically www.ncsl.org/Default.aspx?TabID=746&tabs=1116,114,802#802
* the Ballot Initiative Strategy Center, or BISC
* Never seen a voters guide to ballot propositions? Check out the League of Women Voters' guide below.
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/mod/forum/icon.gifNews forum](https://moodle.carleton.edu/mod/forum/view.php?id=109723)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifLeague of Women Voters Seattle PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=113899)
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|   | **March 28 - April 3**MARCH 30* G. Allan Tarr, "For the People" (E-res)
* Magleby, "Direct Legislation in the American States," (E-res)
* Moe, "The Decision to Join." (E-res). This article is a review of Mancur Olson's Paradox of Collective Action. You should come away from this understanding why it is rational for people to not join organizations that they support (e.g., Students for a Greener Carleton, Handgun Control) or social movements with which they agree (e.g., Accessibility for the Disabled, Marriage Rights for Gays and Lesbians). You should also have a few suggestions for what organizations can do to overcome the free rider problem.

Consider: What antecedent environmental variables seem to have contributed to the desire for Direct Democracy institutions? What is the "promise" of such institutions? Keep track of the bases for critiques of these institutions.APRIL 1* Dalton, *Citizen Politics*, ch. 5 (skip ch. 3 and 12) (E-res)
* Craig, *Malevolent Leaders*, chs. 3 and 6.

Consider: personal efficacy, post-material voters, and trust in political elites and legislative institutions.* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifEuropean Increase in I and R usage PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=112460)
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|   | **April 4 - April 10**APRIL 6* D. M. Paul and C. Brown, "Testing the Limits of Elite Influence on Public Opinion: An Examination of Sports Stadia Referendum, *Political Research Quarterly* 54:4 (Dec. 2001), pp. 871-88.Which side usually has more money in Sports stadia referenda -- the smaller narrow set of interest groups or the more numerous and diffuse opposition; those favoring public financing of the stadium or those promoting private and team financing?
* Olson and Steinman, "Evaluating the Living Wage Strategy," In L. Simmons, ed., *Welfare, the Working Poor and Labor* (Sharpe 2004).Is the local politics arena an advantage or disadvantage for doing the organizing, mobilizing and persuading necessary to pass a Living Wage referendum?
* File below: "Santa Monica Living Wage"
* File Below: "Legalizing Marijuana"

Is there a David vs. Goliath situation in the case, for funding? Is the final vote lopsided or very close? At what level of government is the battle taking place? Are the questions too complex for average (non-postmaterialist) citizens? What is the role of networks of membership organizations, what is the role of the mass media, what is the role of elites who can be viewed as "cue givers"?APRIL 8* Files Below: "Gun Control Initiative" and "Missouri etc GUN initiative"
* Files Below: Gay Marriage
* Wilson, *Organizations and Public Policy*, ch. 16 (E-res).For this article you want to grasp the four quadrants that the author proposes and think about which of the four categories best describes the initiatives we have been reading about.
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifOLSON AND STEINMAN PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=116566)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/web.gifSanta Monica Living Wage file](https://moodle.carleton.edu/mod/resource/view.php?id=113900)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/mod/resource/icon.gifLegalizing Marijuana Resource](https://moodle.carleton.edu/mod/resource/view.php?id=113896)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/mod/resource/icon.gifGay Marriage California Prop 8 info Resource](https://moodle.carleton.edu/mod/resource/view.php?id=113895)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifGay Marriage Wedge PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=112459)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifGay Marriage California Prop 8 PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=112461)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifWilson, Public Policy Typology PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=117157)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/web.gifMissouri GUN file](https://moodle.carleton.edu/mod/resource/view.php?id=117232)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/web.gifGun Control Initiatives file](https://moodle.carleton.edu/mod/resource/view.php?id=117233)
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|  This week  | **April 11 - April 17**APRIL 13**Take Home Exam 1 due 9 am.** Late penalty of one letter grade. Any paper not turned in by class time is automatic failure for this assignment. Suggested paper length, six to eight pages, double-spaced. Number all pages; use footnotes or endnotes; do not use Roman numerals for superscripts; rather than excessive use of quotations, paraphrase ideas and cite the source; create a descriptive title; be sure that your ideas are expressed clearly; and put your name only on the last page with no text.APRIL 15Use databases to find (and please note preferred citation stylemile):* Bowler and Donovan, "Information and Opinion Change," *Political Behavior* 16:4 (Dec. 1994), pp. 411-435. .
* Bowler and Donovan, "Democracy, Institutions and Attitudes about Citizen Influence," *British Journal of Political Science* 32 (2002), pp. 371-390.
* Gerber, "Legislatures, Initiatives, and Representation: The Effects of State Legislative Institutions on Policy," *Political Research Quarterly* 49:2 (June 1996), pp. 263-286.
* Boehmke, "Effects ... on Size and Diversity of State Interest Group Population," *Journal of Politics* 64:3 (August 2002), pp. 827-44.
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/docx.gifTake Home Exam 1 file](https://moodle.carleton.edu/mod/resource/view.php?id=117349)
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|   | **April 18 - April 24**APRIL 20* Glantz and Balbach, *Tobacco War,* chs. 1-5.

APRIL 22* Glantz and Balbach,*Tobacco War,* chs. 6-10.
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|   | **April 25 - May 1**APRIL 27* Glantz and Balbach, chs. 11-16.
* **Assignment due in class**: Find two academic book reviews of this book and summarize the significant positives and negatives offered by the reviewers in 2-3 pages. Also, demonstrate your ability to use the SSCI database by producing 2 citations of scholarly articles that cited this book. The citations should be turned in with this assignment on a separate page.

APRIL 29* Caves, "Seattle: Capping Downtown Growth" (E-res)
* Calavita, "Growth Machines and Ballot Box Planning," *Journal of Urban Affairs* 14:1 (1992), pp. 1-24. (E-res)
* Gerber and Phillips, "Direct Democracy and Land Use Policy," *Urban Studies* 41 (2):463-79.
* P. Myers and R. Puentes, "Growth at the Ballot Box: Electing the shape of communities in November 2000." Brookings Institution Center on Urban and Metropolitan Policy, go to their website.
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|   | **May 2 - May 8**MIDTERM BREAK MONDAY MAY 3MAY 4* Matsusaka, *For the Many of the Few*, chs. 1-4.

MAY 6* Matsusaka, *For the Many of the Few*, chs. 5-9.
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|   | **May 9 - May 15**MAY 11* Donovan and Bowler, "Direct Democracy and Minority Rights: An Extension," *American Journal of Political Science* 42:3 (July 1998), pp. 1020-1024.
* Donovan, Wenzel and Bowler, "Direct Democracy and Gay Rights Initiatives" (below)
* Recommended only, on Switzerland and Minority Rights under the Referendum, see Frey article, below.

MAY 13* Gordon, "The Local Initiative"

Investigate one or more of the following and write a one to two page summary and analysis.* Maine referendum anti-gay marriage Feb. 10, 1998
* Oregon Tobacco Tax initiative November 1996
* 2002 Virginia Sales Tax Referendum to Fund Transportation
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifFrey, Minority Rights PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=113897)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifGordon, The Local Initiative PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=113901)
* [https://moodle.carleton.edu/pix/smartpix.php/carleton_theme/f/pdf.gifDonovan, Gay Rights Initiative PDF document](https://moodle.carleton.edu/mod/resource/view.php?id=116567)
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|   | **May 16 - May 22****Take Home Exam 2 Due May 17 9 am**MAY 18* Smith and Tolbert, *Educated by Initiative*, Preface and Chs. 1-3

MAY 20* Smith and Tolbert, *Educated by Initiative*, chs. 4, 5, and 7.
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|   | **May 23 - May 29**MAY 25* Gerber, et al., *Stealing the Initiative*, chs. 1-7.

MAY 27* Gerber, et al., *Stealing the Initiative*, chs. 8-16.
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|   | **May 30 - June 5**JUNE 1 LAST CLASS DAY  |