PS 399: DIRECT DEMOCRACY

SUMMER 2009 SYLLABUS (SUBJECT TO CHANGE) UNIVERSITY OF OREGON

Summer Session II: July 20-August 14, M-Th 10-11:50 AM.
Rm: 125 McKenzie, 4 Credits, CRN: 42592

Professor Daniel Martinez HoSang
Office: PLC 923  Email: dhosang@uoregon.edu  Phone: 346-4861
Office Hours: M/W, 12-1:30 PM or by appointment.

A. COURSE DESCRIPTION

Affirmative action. Same sex marriage. Abortion rights. Prisons. Stem cell research. Immigration policy. Taxes. These are some of the many controversial issues that voters often confront when they cast ballots in state and local elections. In Oregon in particular, such measures often dominate the statewide ballot. Where do these ballot measures come from? Who writes them and whose interests do they represent? How do voters make decisions when faced with so many issues? And do such measures really increase the voice of “the people” in politics today?

These are some of the questions our course will address. At the end of the course, students will emerge with:

1. An understanding of the history and “nuts and bolts” of direct democracy (ballot measures, referenda, and recall) in shaping political culture and public policy. That is, you’ll learn how we have come to rely so heavily on these measures, and how that shapes the way policy is debated, adopted and implemented.

2. In depth familiarity with real life examples (case studies) of direct democracy in action. Our course will focus particularly on Oregon ballot measures dealing with prisons and discrimination against gays and lesbians and California measures addressing affirmative action, immigration, and abortion rights.

3. Some concrete practice developing and running a (mock) ballot initiative campaign. The class will divide into several small groups, each of which will design and implement competing initiative campaigns on a number of different issues. The groups will construct ballot arguments, create campaign literature, and make a presentation to a group of (student) voters. Students will then vote on each campaign.
B. REQUIRED TEXTS

The following required texts are available for purchase at the University Bookstore and also held on reserve at Knight Library.


In addition, there will be required additional required readings posted on the course's Blackboard website.

C. ASSIGNMENTS

1. THREE WEEKLY RESPONSE ASSIGNMENTS. At the end of each week, you will respond to an in-class reflection question about the week's discussions, readings, and lectures. The question will ask you to demonstrate your engagement with all of this material. (30% of final grade).

2. ANALYSIS OF SCHOLARLY ARTICLE. Students will write a 2-3 summary of the main argument of a scholarly article about direct democracy, and the lessons it suggests for ballot initiative campaigns. Directions and links to articles on Blackboard. Due last day of class. (15% of final grade).

3. SIMULATED BALLOT INITIATIVE CAMPAIGN. During the first week, students will be placed in teams to develop and run a simulated ballot initiative campaigns. A variety of assignments will be required to run the campaign, and will be given out across the four weeks of the course. The exercise will culminate in a final in-class vote. Grade will be based on both group and individual work. (40% of final grade).

4. READING, PARTICIPATION AND ATTENDANCE. Participation and attendance are important to the success of the class, and will be considered in calculating your final grade. Attendance will be taken in every class; missing two or more classes will result in a full letter grade deduction, as will frequent tardiness. You are expected to come to class having finished all of the assigned reading. (15% of final grade).
D. OTHER COURSE POLICIES

1. CLASSROOM CONDUCT. We are all accountable to create a climate of mutual respect in the classroom. While differences of opinion and perspective are vital and will be encouraged, common courtesy as well as University policy prohibit personal attacks and discriminatory conduct.

2. INCOMPLETES. No incompletes will be given for this course.

3. ATTENDANCE. You are expected to arrive on time and stay for the entire class. Regular tardiness, early departures or absences can result in your final grade being lowered by up to a full letter grade. You must see the instructor during the first week if you have any university-approved absences (e.g. for athletics or other university-approved reasons).

4. EMAIL CORRESPONDANCE. Please identify yourself and the name of our course in all correspondence with the professor and GTF. Do not expect an immediate response to your email—it is not appropriate to ask a question about an assignment or exam on the night before it is due.

5. ELECTRONIC DEVICES. Wireless devices including Blackberries and cell phones must be turned off prior to class. I strongly prefer that laptops not be used during class. You must see the instructor personally if you would like to be exempted from this rule and you must sit in the first two rows of class to use a laptop.

6. ACADEMIC DISHONESTY AND PLAGARISM. All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirement of the course. Please review the University’s policies at: http://studentlife.uoregon.edu/judicial/conduct/sai.htm

7. DISABILITY SERVICES. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please bring a notification letter from Disability Services outlining your approved accommodations. For information on Disability Services, see http://ds.uoregon.edu/DS_home.html

E. READINGS AND ASSIGNMENTS SCHEDULE (SUBJECT TO UPDATING AS THE COURSE PROGRESSES)

BB=AVAILABLE ON COURSE BLACKBOARD SITE

WEEK ONE: INTRODUCTION TO DIRECT DEMOCRACY

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<tr>
<th>DAY</th>
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<tbody>
<tr>
<td>M</td>
<td>Jim Shultz. <em>The Initiative Cookbook.</em> “A Short History of the CA Initiative” &amp; “Six Basic Rules” (pgs 1-12) (Bb)</td>
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<tr>
<td>Tu</td>
<td>Ballot Initiative Strategy Center (BISC). “The Things to Think About…” (Bb)</td>
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<td>Shultz. “Model Timeline” (Bb)</td>
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<tr>
<td>W</td>
<td>Richard Ellis. “The Initiative Revolution.” In Democratic Delusions (Univ of Kansas 2002). (Bb)</td>
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## WEEK TWO: Framing Ballot Measures

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<tr>
<th>DAY</th>
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Shultz. “Polling and Focus Groups” |
Shultz, “The Campaign Message” |
| W   | Articles on CA Prop 8 (2008, anti-same sex marriage) (Bb)  
Shultz, “The Media Campaign” |
| Th  | Articles on OR Measures 57/61 (2008, prison expansion) (Bb)  
Shultz, “The Ballot Pamphlet” |

## WEEK THREE: Mobilizing Supporters

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<th>DAY</th>
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| M   | Lydia Chavez. *The Color Bind*. Preface, Ch 1 & Ch 2 (pgs 1-77)  
Chavez, Ch 3 & 4 |
| Tu  | Chavez, Ch 3 & 4  
Chavez, Ch 5 & 6 |
| W   | Chavez, Ch 5 & 6  
Chavez, Ch 7 & 8 |

## WEEK FOUR: Winning Elections

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| M   | Shultz, “Campaign Leadership”  
Articles on CA Parental Notification Ballot Measures |
| Tu  | Articles on CA Ballot Measure 54 (2002, Race Data) |
| W   | Shultz “The Aftermath” |
| Th  |