**Applied Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
"Democracy" Harkness**  **Mr. Faulhaber Class Period\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Background**

The two questions your text offers are: Who rules? and To what Ends? Throughout the course of the year we will discuss separation of powers and checks and balances; both principles designed to protect liberty by ensuring that power does not get concentrated in any one branch of government and no branch of government goes beyond their constitutional prerogatives. Liberty, after all, is the great principle to which our federal republic was designed. The word federal describes the system of government in the United States and is based on the delineation of powers between the national government and the states to limit the concentration of power at any level, again, with the design to protect liberty. The second word, republic, will be the basis of our Harness.

Most students enter their senior year of government believing we are a democracy. In the colloquial sense, we are. However, according to Article IV Section 4, each citizen is guaranteed “a Republican form of government.” The word democracy is not included anywhere in the entirety of the Constitution. We are, therefore, a republic not a democracy. Consequently, when Benjamin Franklin left the Constitutional Convention and was asked what type of government that was created. Franklin responded “A republic madam, if you can keep it”.

Although the United States is a republic, not a democracy, the general trend since our founding is the democratization of America, or making the country more inclusive as to who gets to participate and democratic in how our government functions. Unlike the settlement of America, this process has been west to east.

Wyoming first allowed women the right to vote in America and Montana even elected a woman to Congress, Jeanette Rankin, before the Nineteenth Amendment was adopted guaranteeing women’s suffrage across the United States. By granting women the right to vote, areas in the west with small population were able to entice women to settle away from the population centers in the East with the promise of greater democratic access and political efficacy. Moreover, with the lack of governmental agencies in place, much of the traditional responsibilities of governance was adopted by ordinary citizens. The West, therefore, has a democratic tradition the East has not. These traditions allow for greater ballot access (it is no wonder that it is western states such as Utah and Oregon that allow for widespread mail-in balloting while many states eat of the Mississippi require an affidavit to even vote absentee and the drive to lower the voting age to 16 is occurring in the West) and ability for citizens to bypass their elected state legislatures and create laws democratically through the initiative process.

The Founders (as you have read in chapter 1 and will see again in chapter 7 as well as throughout the remainder of the text) believed democracy to equate to mob rule. John Adams once opined “tyranny in the majority is as drunk as it is in one” implying the perils of popular rule. Since Ben Franklin, John Adams, and the other Founders, however, the United States has increasingly become more democratic. Candidates for office are frequently chosen by voters rather than political leaders and through the initiative and referendum process, citizens can make law. The former we have already discussed its perils with the selection of candidates further to each party’s respective poles. The latter will be the basis of our Harkness and will revolve around the question on pg. 12 regarding initiatives. Specifically, should Montana ban initiatives. The supplemental question I would like us to focus on is how much public opinion should affect policy formation.

On February 1, 2021, Oregon became the first state in the United States to decriminalize the possession of small quantities of illicit drugs including cocaine, heroin and methamphetamine following the passing of Oregon Ballot Measure 110 in November 2020. Should the voters have had the ability to create such a law themselves or would it have been best left to their elected representatives. Do the voters have the savviness and expertise necessary to pass such a law? Are elected representatives too constrained by fear of public backlash to endorse innovative responses to issues of public concern? After all, it wasn’t through the legislature that legalized marijuana in Montana but rather via initiative.

When the SCOTUS overturned *Roe* and issued its *Dobbs* decision, abortion policy was taken out of the hands of the Courts and into the hands of the people either through republicanism (elected legislatures) or democracy (initiatives and referendums). Pro-life advocates have lauded the ruling and have found Republic led legislatures receptive to restrictive abortion policy. Public opinion, however, and the initiative process has not been as kind. Voters, when given the choice directly, have been protective of abortion access. Pro-choice advocates, therefore, are bypassing the elected legislatures in red states and take their case directly to the voters. Consequently, the Ohio legislature tried to tighten up the initiative process with a state constitutional amendment (state issue #1) which would require a supermajority, or 60%, to pass an initiative.

Our goal in this project is to develop and answer to the two questions posed in chapter 1 and the theme of this text; on areas on public concern, who should rule and to what ends.

**Project Goals\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
The goals of this project are:

 1. Understand Policy Formation and the questions Who Governs? and To What Ends?
 2. Understand the influence of public opinion on policy formation
 3. Understand the distinction between a republic and a democracy and why the founders chose the latter
 4. Understand how the inclusion of referendums, recalls, and initiatives to give the people a direst vote in policy formation
 5. Understand through researching recent initiatives and referendums whether or not direct democracy is in the best interest of Americans.

**Questions To Consider\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Democratization is considered by many a positive consequence that represents a “more perfect union” that is “of, by and, for the people” while opponents believe it has led to the gridlock in Washington and is a culmination of the fears of our founders. What do you think? Should the United States be more democratic? Who should decide areas of public concern (abortion, drug use, etc.) the state legislatures or the people via the initiative process? What role do initiatives, referendums, and recalls play in our system of government? Do you believe the people should have these mechanisms at their disposal or only with a 60% threshold where the will of the majority is clear such as proposed in Ohio State Issue #1? Why or why not? Use your basic belief and understanding of what governments ought to do, our founders’ faith in placing power in the hands of the people, and where you believe power should lie in our system of government.

* My thoughts right now include…

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* What I want to know includes… Why I want to know this includes…

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* **When I asked my Parent(s)/Guardian(s)/Adult(s) in my life the question above, he, she, they told me...**

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**What Is Deliberation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Deliberation is the focused exchange of ideas, and the analysis of multiple views with the aim of making a personal decision and finding areas of agreement within a group. From the beginning of the year we have focused on civil discourse and the ability to discuss the big ideas that permeates the American culture in a respectful manner with the goal of developing a deep understanding of contemporary politics and the issues surrounding the political arena and their varying perspectives.

* Each of you has a unique perspective based upon your own political socialization process built upon factors that no other member of this class shares. Share those perspectives and learn deeply from one another. Understand though the two most common complaints thus far have been some students have not come to class with the appropriate research done to be an active participant or to positively contribute to the goal of understanding the issue in greater depth and some students have refused to share with their classmates their unique perspective, experience, and/or research. Do the legwork to be an active contributor to a deeper understanding of the issue. Talk to share your perspective and research so others can learn from you but only if you have done your research.
* The Stanford experiment found that when educated citizens came together to share their opinion, polarization was reduced. Be willing to be open-minded and change your opinion. Do not be puritanical. Come in with the idea you do not know everything and humble enough to be aware that you might actually be wrong. In that vein, what you decide today should become more nuanced or change throughout the remainder of the year and your life

 **Consensus:** Try to build consensus or get the class to come together as a group and agree upon a solution **(Status Quo, Policy Proposal, Alternative Plan).** Do not be beholden to any pre-deliberation view and concentrate on what questions you have and what arguments you need to hear to change your mind. Your group should discuss each person’s opinion about the deliberation question, what they think should occur, what you need to know to change your mind; focusing on the following:

* Listen carefully to what others are saying.
* Understand and analyze what others are saying.
* Use relevant background knowledge, including life experiences, in a logical way.
* Remain engaged and respectful when controversy arises.
* Speak and encourage others to speak.
* Refer to the reading to support your ideas

**DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*

In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.

In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***. \*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Completed Chapter Notes (and utilized that information to understand role in simulation):

* Chapter 1 & 7 Notes
* "1-3 Who Governs? To What Ends? (pgs. 8-11)
* Chapter 7: Public Opinion THEN/Now (pgs. 153-154)
* Constitutional Connections "Majority Opinion and Public Policy" (pg. 155)
* "7-3 Political Information and Public Opinion" (pgs. 166-167)
* "7-4 Public Opinion and Public Policy" (pg. 167)
* "Ban on Initiatives" (pg. 18)

\_\_\_\_\_ \_\_\_\_\_Watched “The American Form of Government” Video and took notes

\_\_\_\_\_ \_\_\_\_\_Read, took notes, and answered the assigned questions for

* Oregon Ballot Measure 110
* Ohio's State Issue 1

 \_\_\_\_\_ \_\_\_\_\_Perused the Websites and Links and completed the Pre-Harkness Assignment

 \_\_\_\_\_ \_\_\_\_\_Conducted research on initiatives and referendums that you consider good, bad, and/or ugly

 \_\_\_\_\_ \_\_\_\_\_**Discussed with one or both** Parents**, grandparent, and/or adult in one’s life** about the assigned above in preparation

 \_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation & Attached and turned in Research Notes with rubric and other documents

 **Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-15):**

\_\_\_\_\_ \_\_\_\_\_Cited information from initiatives or referendums and employed insight of the issues discussed or as outlined in chapter notes

\_\_\_\_\_ \_\_\_\_\_Referred to individual research including data found or anecdotes and opinions from parents, peers, etc.
**\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Was inquisitive; Asked peers ***clarification*** questions to gain information
\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments and an understanding of the material \_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant (spoke at least 5 times) **BUT** did not hog the conversation

\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed or asked Questions to develop a position

\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation; Felt good about your performance
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will recognize your research and background knowledge regarding the issue discussed

\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will have positive comments about your performance **Your Average** \_\_\_\_\_\_/15

* **RESPECTFUL/RESPONSIBLE BEHAVIOR/REFLECTION AND SELF-EVALUATION (1-10):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers. did not interrupt peers, and followed proceedings- taking notes
**Attached your notes to this self-evaluation**
\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”
\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude and Played Well with Others
\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will acknowledge you as an attribute, not a detriment to the simulation

 **Your Average** \_\_\_\_\_\_/10
**TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**REFLECTION QUESTIONS:**   **Answer each question with deep thought and in as much detail as necessary. \_\_\_\_\_\_**

QUESTION #1 List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.

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QUESTION #2: A classmate I’d give a shout-out to for being best prepared, most persuasive and/or original thought, etc.  would be… because…

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QUESTION #3: What classmate(s) was the least prepared for their obligations in the Harkness? Explain

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QUESTION #4: Explain what you did well on the project. What could you have done differently and would change if you could go back in time?
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QUESTION #5: When your peers complete their reflections, the chances you will be listed in their answers to Questions #2-3 are…because…

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QUESTION #6: How would you rate **your overall during for the Harness** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Is this grade Reflected by the Rubric? If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

QUESTION #7: How would you rank the value of the project (1-10)? Justify the ranking. What can be done to improve the process to make it more meaningful.? How would you rank the value of the project (1-10)? Justify the ranking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_