

SYLLABUS

PSC 525

FALL, 2014

Instructor: Dr. Ronald Michaelson

Office: Pac 470

Phone: 206-7930; 494-2311 (Cell)

Rmich1@uis.edu

COURSE DESCRIPTION:

All ILSIP interns are required to take PSC 525, a two credit course designed to prepare them for their intern experience. The course includes a two day orientation session and four full day seminars. The course provides an overview of Illinois government and politics and a review how the state has dealt with specific policy areas.

The four seminars will be held on the UIS campus (room to be announced). The class will meet from 9-12 and 1-4, but always subject to adjustments to accommodate guest speakers and any supplemental training scheduled by the ILSIP program coordinator.

The class will meet on these days:

Friday, August 29

Friday, September 5

Friday, September 26

Wednesday, October 15

COURSE OBJECTIVES/LEARNING OUTCOMES

1. To provide a basic knowledge of Illinois government and politics and an understanding how fundamental public policy issues have been or not been addressed.
2. To provide concepts and a context to assist in placing the internship experience in its proper perspective.

REQUIRED TEXTS/MATERIALS

Each intern received (at no cost!) the following books at orientation:

1. Nowlan and Johnson, *Fixing Illinois: Politics and Policy in the Prairie State*
2. Nowlan, Gove and Winkel, *Illinois Politics; A Citizens Guide*
3. Mooney and Van-Dyke Brown, *Lobbying Illinois*
4. Pensoneau, *Arrington : Powerhouse from Illinois*
5. Rock, *Nobody Calls Just to Say Hello*

The following materials from the Legislative Research Unit are also supplied to each intern:

1. *Preface to Lawmaking*
2. *1970 Illinois Constitution annotated for Legislators*
3. *Illinois Tax handbook for Legislators*

The following material has been placed on Blackboard:

“You Can’t Sell a Car on Sunday” – chapter 5 from *Money Counts* by Redfield

ATTENDANCE

Attendance (and hopefully active participation) in all seminars is MANDATORY. Work related absences, which are rare, will be accommodated. Interns who otherwise miss part of all of a seminar will be obligated to make up for their absence. This will be arranged with the instructor.

GRADES

Your course grade will be calculated as follows: 30% for each of the three written assignments; 10% on attendance and participation.

DISABILITY ACCOMMODATIONS

Reasonable accommodations are available for students who have a documented disability. This can include physical, psychological, chronic health, vision, hearing, learning, traumatic brain injury, Asperger's Syndrome and/or autism, cognitive and AD/HDD. Please notify the instructor at orientation if any accommodations are needed. All accommodations must be approved by the Office of Disability Services (206-6666), HRB 80.

ACADEMIC INTEGRITY POLICY

All interns are subject to the UIS policy on Academic Integrity which states, in part:

“Academic integrity is at the heart of the University’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the University for all its members.”

Academic sanctions range from a warning to expulsion, depending on the severity of the violation as well as the history of violations. Whatever the sanction, instructors are required to file a report of academic dishonesty to the Office of the Provost.

Interns are responsible for understanding and complying with the UIS Academic Integrity Policy: <http://www.uis.edu/campussenate/AcademicIntegrity:htm>

COURSE SCHEDULE

AUGUST 29

UNIT #1: ILLINOIS: WHAT IT'S LIKE TO PLAY POLITICS HERE

- **What is meant by political culture**
- **Illinois' own civil war : Chicago vs. downstate**
- **The new kid on the block : the collar counties**
- **Is regionalism real and does it matter?**

Readings: Nowlan, Gove and Winkel, Chapters 1-2
Nowlan and Johnson, Introduction and chapter 1

UNIT #2: ILLINOIS : THE RULES OF THE GAME

- **History and politics of Constitution Making in Illinois**
- **The legacy of the 1870 Constitution**
- **The basics of the 1970 Constitution**
- **Do we need a new one?**

Readings: Nowlan, Gove and Winkel, Chapter 4
Legislative Research Unit – 1970 Illinois State Constitution
annotated for Legislators

UNIT #3: ILLINOIS: WHO ARE THE PLAYERS

- **The Office of the Governor (the notables and not so notables)**
- **The other Constitutional Officers (who they are, what they do, how important they really are)**

Readings: Gove and Nowlan – Chapter 6
The websites of the six Constitutional officers

NOTE: Continue (or begin) your reading of Nowlan and Johnson and complete it by mid- September

SEPTEMBER 5

Unit # 4: ILLINOIS: HOW ELECTIONS ARE CONDUCTED

- The State Board of Elections, and its counterparts in other states (remember Kathryn Harris?)
- Do we have State elections and federal elections?
- What happened to cumulative voting?
- Who draws the lines – the politics of redistricting
- Election reform – are the feds ready to take over?

Readings: Nowlan, Gove and Winkel, Chapter 3

State Board of Elections web site (www.elections.il.gov)

Unit # 5: ILLINOIS: THE GENERAL ASSEMBLY

- How it is structured
- Who are the players
- Where is the power
- How does it really work

Readings: Nowlan, Gove and Winkel, Chapter 5

Mooney, Chapters 2 and 4

Pensoneau , the entire book

Rock, the entire book

LRU – Preface to Lawmaking

SEPTEMBER 26

Unit # 6: ILLINOIS: THE THIRD HOUSE

Readings: Mooney, all chapters not previously assigned

Unit # 7: ILLINOIS: MONEY IS THE MOTHER'S MILK OF POLITICS

**Readings: "You Can't Sell a Car on Sunday" (Redfield – on Blackblard)
SBE web site (www.elections.il.gov)
Il Campaign for Political Reform (www.ilcampaign.org)
Center for Responsive Politics (www.opensecrets.org)
Federal Election Commission web site (www.fec.gov)
Campaign Finance Institute web site (www.cfinst.org)
Ed Wojcicki, Still the Wild West? A 10-Year Look at
Campaign Finance Reform in Illinois, SIU Press, Sept. 2006
(www.edwoj.com/Articles/wojcicki-campaignfinance-siu-2006.pdf)**

Unit # 8: ILLINOIS: WHERE DOES THE MONEY COME FROM AND HOW IS IT SPENT

- **The Illinois State income tax – the great debate in 1969**
- **The OMB – does it really run state government?**
- **Why budget crises are the rule rather than the exception**

**Readings: Nowlan, Gove and Winkel, Chapter 10
LRU, Illinois Tax handbook for Legislators
Commission on Government Forecasting and Accountability
web site (www.ilga.gov/Commission/cgfa)
OMB web site (www.state.il.us/budget)
Comptroller web site (www.ioc.state.il.us.com)**

OCTOBER 15

Unit # 9: ILLINOIS: EDUCATION – HOW MUCH LEARNING IS REALLY TAKING PLACE

- **Role of the ISBE**
- **The haves and the have nots**
- **Will we ever change the way we fund schools?**

Readings: Nowlan, Gove and Winkel, Chapter 9
ISBE web site (www.isbe.state.il.us)
Education Funding Advisory Board web site
(www.isbe.state.il.us/EFAB)

Unit # 10: ILLINOIS: THE JUDICIARY; REDISTRICTING

- **How the court system is structured**
- **Should we elect our judges?**
- **The increasing role of money in judicial elections**

Readings : Nowlan, Gove and Winkel, Chapter 7
Mapping in the Dark (www.ilcampaign.org)

Unit # 11: ILLINOIS: THE NEWS MEDIA AND THE POLITICAL PROCESS

- **How powerful is the fourth estate?**
- **The State House press corps: who are the movers and shakers?**

Readings : No assignment

Note: In Nowlan, Gove and Winkel, read chapters 8 and 11 at your leisure as they are not specifically assigned to any unit

COURSE REQUIREMENTS

There are three written assignments for this course:

1. A profile of a major Illinois interest group which has a political committee and makes contributions to candidates and parties. The paper should include the following: 1) Group demographics, i.e., size, geographic distribution of its members, its basic organizational structure, and the professional or issue identity of its members; 2) the lobbyist(s) who represent the group; 3) the group's legislative agenda for 2014, including a review of its successes and failures; 4) the group's potential agenda for 2015; 5) identification of the natural allies and opponents of the group; and 6) an analysis of the contribution strategy of the group. SUGGESTED LENGTH – 8 pages. DUE DATE – September 5
2. Even though the General Assembly in 2011 completed the task of redistricting its legislative districts (as well as congressional districts), already there has been serious discussion and much controversy as to how the process should be changed, and even if it should be changed at all, as we anticipate the next round of redistricting following the 2020 census. Review how well the process worked, or didn't work, in the 2011 session, analyzing the role of the major players in the General Assembly as well as outside groups. Then, look at the proposed constitutional amendment which failed to gain enough signatures to be placed on the ballot for this November's election. Did this proposal makes sense? Since advocates for change will try again in 2016, in light of what happened this year, what are its chances for success? SUGGESTED LENGTH – 10 pages. DUE DATE – September 26
3. In Nowlan and Johnson's book, in chapters 2 through 7 they address six major policy areas of significant concern: 1) taxing and spending, 2) education, 3) health care and human services, 4) infrastructure, 5) economic development and 6) reengineering state government. Your assignment is to choose one of the six and do the following: a) outline/summarize the problem(s) as presented by the authors; and b) critique their proposals for change, not only from the viewpoint whether they adequately address the problem(s), but also whether they have a realistic chance of approval, given Illinois' political structure and climate. SUGGESTED LENGTH – 10 pages. DUE DATE – October 15