

**SYLLABUS**

**PSC 525**

**FALL, 2015**

**Instructor: Dr. Ronald D. Michaelson**

**Office: PAC 470**

**Phone: 206-7930; 494-2311 (cell)**

**Rmich1@uis.edu**

**COURSE DESCRIPTION**

**All ILSIP interns are expected to take PSC 525, a two credit course designed to prepare them for their intern experience. The Course includes an 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 first three seminars will be held on the UI-S campus (room to be announced), and the final seminar will be held at the State House. The seminar 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 seminar will meet on these days:**

**Friday, August 28**

**Friday, September 18**

**Friday, September 25**

**Friday, October 9**

## **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, Gove and Winkel, *Illinois Politics: A Citizen's Guide***
- 2. Nowlan and Johnson, *Fixing Illinois : Politics and Policy in the Prairie State***
- 3. Mooney and Van-Dyke Brown, *Lobbying Illinois***
- 4. Pensoneau, *Arrington: Powerhouse from Illinois***
- 5. Rock, *Nobody Calls Just to Say Hello***
- 6. Gradel and Simpson, *Corrupt Illinois***

**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 Kent 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 or 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: 35% for papers 1 and 3; 20% for paper 2; 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>

## WRITTEN ASSIGNMENTS

There are three written assignments for the seminar:

1. Even though the General Assembly in 2011 completed the task of redistricting its legislative and congressional districts, there has been serious discussion and much controversy as to how this 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. Do the following: a) 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; b) There is a group called Yes! For Independent Maps. Their intention is to place a constitutional amendment on the November, 2016 ballot. Address the following: a) who are the major players, b) what is the content of their proposal, and c) what are the chances of success, particularly given the failed attempt of a similar group to qualify something for the November, 2014 ballot. SUGGESTED LENGTH – 10 PAGES; DUE DATE – SEPTEMBER 18
2. Handicap the presidential race for 2016, reviewing both R and D candidates. What is likely to happen during the nomination process, and who will ultimately be elected as our 45<sup>th</sup> President? Be thoughtful, reasoned and objective in your analysis. SUGGESTED LENGTH – 5 PAGES; DUE DATE – SEPTEMBER 25
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, b) critique their proposals for change and c) do their proposals have a realistic chance of approval, given Illinois' political structure and climate. SUGGESTED LENGTH – 10 PAGES; DUE DATE – OCTOBER 9.

## **COURSE SCHEDULE**

**AUGUST 28**

### **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 collars
- Is regionalism real and does it matter?

**Readings: Nowlan, Gove & Winkel, chapters 1-2**

**Nowlan and Johnson, introduction and chapter 1**

**Gradel & Simpson, the entire book**

### **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**

**LRU – 1970 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: Nowlan, Gove and Winkel, chapter 6**

**The web sites of the six constitutional officers**

**NOTE: Continue (or begin) your reading of *Fixing Illinois* and complete it by mid- September**

**SEPTEMBER 18**

**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**

**[www.elections.il.gov](http://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 25

**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 Sundays” – Redfield, on Blackboard

IL Campaign for Political Reform ([www.ilcampaign.org](http://www.ilcampaign.org))

Center for Responsive Politics ([www.opensecrets.org](http://www.opensecrets.org))

Federal Election Commission ([www.fec.gov](http://www.fec.gov))

Campaign Finance Institute ([www.cfinst.org](http://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/wojicki-campaignfinance-siu-2006.pdf](http://www.edwoj.com/Articles/wojicki-campaignfinance-siu-2006.pdf))

[www.Illinoissunshine.org](http://www.Illinoissunshine.org)

**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 GOMB – 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

[www.ilga.gov/Commission/cgfa](http://www.ilga.gov/Commission/cgfa)

[www.state.il.us/budget](http://www.state.il.us/budget)

[www.ioc.state.il.us.com](http://www.ioc.state.il.us.com)

OCTOBER 9

**UNIT #9: 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

[www.isbe.state.il.us](http://www.isbe.state.il.us)

[www.isbe.state.il.us/EFAB](http://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

**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