

## **SYLLABUS**

**FALL, 2018**

**PSC 525**

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

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### **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 in UHB 1005 and the final seminar will be held at the State House, Room 400. The seminar will meet from 9-12 and 1-4, but 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, September 7**

**Friday, September 14**

**Friday, October 5**

**Monday, 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 will receive 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:

1. Preface to Lawmaking
2. 1970 Illinois Constitution Annotated for Legislators
3. Illinois Tax Handbook for Legislators

## ATTENDANCE

Attendance (and hopefully active participation) for 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

The course grade will be calculated as follows: 35 % each for papers 1 and 3; 20 % for paper 2; 10 % on attendance and participation.

## WRITTEN ASSIGNMENTS

There are three written assignments for the seminar:

1. Ever since 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 the process should be changed, and even is it should be changed at all, as we close in on the next round of redistricting in 2021 (just less than three years from now!).

Do the following: 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. In addition, review the two major efforts to place a constitutional amendment on the ballot which would have changed the process. Who were the movers and shakers behind this movement, why did both ultimately fail and indicate your opinion as to the substance of the proposals.

**SUGGESTED LENGTH – 8 PAGES – DUE SEPTEMBER 14**

2. Handicap the gubernatorial race for 2018. This should include a review of the candidates of both major parties as well as Sen. McCann, running as an Independent. Who will be elected our next Governor, by what margin and why? Be thoughtful, reasoned and objective in your analysis.

**SUGGESTED LENGTH – 5 PAGES – DUE October 5**

3. In Nowlan and Johnson's book, chapters 2 through 7 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) indicate whether their proposals have a realistic chance of gaining approval, given the political structure and climate in Illinois.

**SUGGESTED LENGTH – 8 PAGES – DUE OCTOBER 15**

## COURSE SCHEDULE

SEPTEMBER 7

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

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

Readings: Nowlan, Gove and Winkel, chapters 1-2

Nowlan and Johnson, introduction and chapter 1

Gradel and Simpson - 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 and how important they really are)

Readings: Nowlan, Gove and Winkel, chapter 6

The websites of the six constitutional officers

Continue (or begin) your reading of *Fixing Illinois*; complete by mid-September

SEPTEMBER 14

**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 – entire book

Rock – entire book

LRU – Preface to Lawmaking

OCTOBER 5

**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: Illinois 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, September, 2006 – [www.edwoj.com/Articles/wojcicki-campaign\\_finance-siu-2006.pdf](http://www.edwoj.com/Articles/wojcicki-campaign_finance-siu-2006.pdf)

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

[www.elections.il.gov](http://www.elections.il.gov)

**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 and 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 15

**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: why does it barely exist anymore?

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.**

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