

# **SYLLABUS**

## **Political Science 343-001**

### **State & Local Government**

#### **Spring 2024**

### **About the Instructor**

Name: Tim Kalinowski

Phone: 618-650-3865

Email: [tkalino@siue.edu](mailto:tkalino@siue.edu) (please put POLS343 in the subject line)

Office Hours: 2:45-3:15pm, M;

12:15-12:45pm, T;

4:00-5:00pm, W - via Zoom (link posted in Blackboard)

or by appointment

Sections: POLS 343-001 (11:00 am-12:15 pm, T&Th, PH 3406)

### **Communicating with the instructor**

The primary mode of communication outside of class should be via the email address above or office hours.

### **About the Course**

#### **Course description**

Comparative survey, historic and cultural influences, role of parties, interest groups, legislature, governors, and courts; impact on provision of state services.

#### **Course goals and objectives**

Understand the role of state and local governments in our society:

- 1) the interactions between various levels of government;
- 2) the reach of regulations into aspects of society and an individual's life;
- 3) the services state and local government provide to society and individuals;
- 4) learn to identify problems and research possible solutions;
- 5) participate in team projects and meetings; and
- 6) encourage appropriate use of the English language.

#### **Course textbook**

*State and Local Government and Politics: Prospects for Sustainability* (2<sup>nd</sup> Edition 2018) by Christopher A. Simon, Brent S. Steel & Nicholas P. Lovrich, licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License, except where otherwise noted.

Located: [State and Local Government and Politics – Open Textbook \(oregonstate.edu\)](https://www.oregonstate.edu/education)

#### **Other course materials**

<http://www.timski.com/POLS343>

and via Blackboard.

# Course requirements

## Subject to Change Notice

All material, assignments, and deadlines are subject to change with prior notice. You are responsible for staying in touch with your instructor, reviewing the course site regularly, or communicating with other students, to adjust as needed if assignments or due dates change.

## Course Format:

The format of the course will be primarily discussion based. Relevant questions are always in order. The lectures will be used to stress, emphasize, and reinforce the importance of key matters mostly also covered in the text. The roundtable discussions are to be treated as business meetings to advance completion of a deliverable product.

## Course activities/assessments

### READING ASSIGNMENTS:

The basic reading assignment for this course is the Simon book referenced above. Please consult the schedule in this syllabus. Readings should be completed prior to the day scheduled. Please recognize that this is a tentative schedule and be aware that additional readings or omitted readings maybe be announced in class.

### CLASS PARTICIPATION:

You will be participating in a simulated team business project. You will be expected to know and understand reading materials thoroughly. You will be expected to participate in class activities – conversations related to readings, project research, presenting results, etc. Listening to and participating in conversations about complex and controversial material is part of your responsibility to your classmates to facilitate the learning of all students.

### READING JOURNAL:

Under Coursework in Blackboard you will find *Reading Journal Entries*. You should take 15 minutes after each assigned reading to think about the material. You should provide a good faith statement of what you found to be new to you or of most importance. You should specify any questions the material raises in your mind. **You must also develop a question (from the reading) to be answered on the final exam.** You must have entries for at least 15 days of readings. Each reading below that number will result in a reduction in your grade. (The Journal Entries are 30% of your grade. Each deduction will essentially result in lowering of your overall grade by 2 points. Another way to think of this: each journal entry is worth 2 points on your final grade – until you reach max credit of 15 readings.)

### PROJECT:

Students will be participating in a team project involving the entire class. The details of the project are explained in a separate document. Your part of the project will be 40% of your grade.

## **EXAMINATIONS:**

**Exam** – One exam be given as indicated on the syllabus. The questions will be drawn from your journal entries (see above). **The form of the exam is to be decided after discussions with the class.**

Final Exam date: As specified by the Registrar's Office on the Academic Calendar.

## **Submitting work**

Other than Journal Entries, all assignments should be emailed to the instructor at the email address stated above. The name of each file attached should include the student's last name and an indication of the assignment. For example, if the instructor were turning in the first writing assignment the file would be named Kalinowski343Project.doc

*Journal entries should be made by 10:00 pm CT the day prior to the associated class.*

## **Blackboard**

The use of Blackboard in this course will be limited to providing documents to students, making announcements to the class, journal entries, and possibly the final exam. Grades will not be posted to Blackboard (except possibly the final exam). Keeping up with your grades to gauge your progress in this course is your responsibility. Blackboard will not be used to turn in your research paper. Follow the instructions that will be provided regarding the research paper.

## **Late or Missed Assignments**

Although points will be deducted, you should turn something in late rather than not in all.

## **Grading**

### **GRADES:**

Your final grade will be determined on a percentage basis roughly as follows:

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; below 60% = F

The course grade will be determined as follows:

30% - Reading Journal

40% - Project

10% - Class Participation

20% - Final Exam

## **NO PASS POLICY**

Irrespective of the grading rubric, I reserve the authority to issue a grade of zero for the research paper if the research paper is not of the quality I expect from a university student. This determination is solely mine and is somewhat subjective based upon the content of the paper and the effective communication of that content. While the grading rubric for the paper provides that points will be deducted for lack of content, poor form, poor grammar, improper citation, etc., I have received research papers that were of such poor quality that I was embarrassed that the student was allowed to pass the class. If such a situation occurs in this class, the student will be given one week after the papers are returned to adequately improve the paper. The grade based upon the rubric for the assignment will not increase. A failure to adequately improve the paper will almost certainly result in a grade of F for the class because the research paper is 40% of the course grade.

## **CLASSROOM EXPECTATIONS:**

The usual restrictions and/or regulations in university classes will apply in this course:

1) Cheating (including plagiarism) will not be tolerated; those who are caught cheating will fail the course.

2) Subject to other university policy, attendance is required, and students may be penalized for missing class.

3) Tests are to be taken when scheduled. Make-up exams will be given only for compelling reasons.

4) This class involves the improvisational discussion of controversial material with much of it presented by students. Based upon more than 15 years of teaching this type of material, the instructor has found that many students will not discuss such controversial material when they are being recorded. This hinders the delivery of the curriculum and results in a situation where all students are limited in observing how to critically analyze the material being discussed. **During this class, no photographing, recording, or otherwise capturing the image or voice of students or faculty is allowed without the instructor's permission. Any such act will be considered a Classroom Disruption under Student Code of Conduct – 3C1 and subject to the punitive outcomes outlined under that policy.**

5) Because this class involves the improvisational discussion of controversial material, sometimes a position is inelegantly stated. Each person in the class deserves the benefit of a good faith interpretation of what was stated.

6) **Masks.** Unless and until otherwise specified, the decision to wear a mask in this class is left to the individual. Moral opprobrium should not be extended to anyone for their decision to mask or not to mask. Health reasons may exist for either decision.

7) In various courses, you may see different instructions prohibiting the use of Artificial Intelligence (AI) on graded assignments. Each person's understanding of the meaning of AI may be different even within categories such as assistive, generative, and self-learning. Depending on the person, AI may include advanced search engines, statistics and graphing packages, grammar checkers, plagiarism checkers, translation tools, code generators, natural language generators, etc. In this class, you are expected to use AI tools such as search engines, grammar checkers, and if relevant, statistics and graphing packages. However, you should construct the sentences and paragraphs in your paper. Quite simply, you must be the author of all coursework. If you do not, you should cite the source of the quotation. Every citation is a representation that you have reviewed that source, that you accurately conveyed the content of that source, and that you presented the material in the proper context. If you used statistical modeling or graphic representations, I expect that you used appropriate tools such as Excel and that you did not do the calculations or draw the graphs yourself. Some instructors may insist that you cite the versions of the tools you used. That is not necessary in this class. A failure to comply with these instructions related to AI will be treated as plagiarism under the University's plagiarism policy. <https://www.siue.edu/policies/li6>

## **REFERENCE TO UNIVERSITY POLICIES AND INFORMATION:**

### **SPECIAL ACCOMMODATIONS:**

*Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto:myaccess@siue.edu) or by calling [618-650-3726](tel:618-650-3726).*

### **Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### **Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

### **Student Success Coaches**

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

### **Pregnancy and Newly Parenting Policy**

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

## **Course Schedule**

### **Subject to Change**

Jan 9	Introduction & Group designations
Jan 11	Chapter 1 – <i>Introduction &amp; Themes</i>
Jan 16	Chapter 2 – pgs 61-73 (some <i>Federalism</i> ); Discuss Project
Jan 18	Chapter 3 – <i>Sustainability</i> pgs 80-92
Jan 23	Chapter 3 – <i>Sustainability</i> pgs 92-117
Jan 25	Project Round Table
Jan 30	Chapter 4 – <i>Policy Process</i> pgs 124-140; Round Table
Feb 1	Chapter 4 – <i>Policy Process</i> pgs 140-154; Round Table
Feb 6	Chapter 4 – <i>Policy Process</i> pgs 154-174
Feb 8	Project Round Table
Feb 13	Chapter 5 – <i>State Constitutions</i> pgs 183-224
Feb 15	Chapter 6 – <i>Legislatures</i> pgs 231-275
Feb 20	Project Round Table
Feb 22	Chapter 7 – <i>Executives</i> pgs 283-302; City Manager?
Feb 27	Chapter 7 – <i>Executives</i> pgs 303-321; City Manager?
Feb 29	Project Round Table; <b>Draft of Reports</b>
<b>Mar 5</b>	<b>Spring Break</b>
<b>Mar 7</b>	<b>Spring Break</b>
Mar 12	Chapter 8 – <i>Courts</i> pgs 325-356
Mar 14	Chapter 8 – <i>Courts</i> pgs 356-369; Round Table
Mar 19	Round Table
Mar 21	Chapter 9 – <i>Administration</i> pgs 375-394
Mar 26	Chapter 9 – <i>Administration</i> pgs 394-410
Mar 28	Round Table
Apr 2	Chapter 10 – <i>Budget</i> pgs 417-435; Round Table
Apr 4	Chapter 10 – <i>Budget</i> pgs 435-457; Round Table
Apr 9	Chapter 12 – <i>Services</i> pgs 499-514; Round Table
Apr 11	Chapter 12 – <i>Services</i> pgs 514-536; Round Table
Apr 16	Chapter 12 – <i>Services</i> pgs 514-536; <b>Report Due</b>
Apr 18	<b>Presentations – Group 1 &amp; 2</b>
Apr 23	<b>Presentations – Group 3, 4, &amp; 5</b>
Apr 25	<b>Presentations – Group 6 &amp; 7</b>
<b>Finals Week</b>	<b>Final Essays - bring Bluebook(s)</b>