

**Government Ethics**  
Spring, 2019

**Class sessions:** room 206  
1:30 - 2:45pm, Mondays and Wednesdays

**Teacher:** Sheila Simon  
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Secretary: Cynthia Alexander

**Textbook:** I am not requiring any textbook for this class.

**What you can expect to learn:** Government ethics -- what a good joke, eh? Maybe so, and maybe particularly in Illinois. We will look at the development of ethical standards for governing, and how those standards work or fail in state and national government. This is a seminar, which is an amazing opportunity for us to work together. I'll provide the structure and the basics, and you get to choose the direction for your research, writing, and presentations to the class. Bottom line -- you will get to dig into an area of law that is interesting to you, polish your writing skills, and have the opportunity to take it outside the classroom and have an impact. Yessss!

**Attendance:** Be here, it's part of what will make this class work. We will have some guest speakers who have great experience to draw from, and we will both present our own work and critique the work of our classmates, so just plan to be here. Class participation will be a part of your grade, so that's another good reason to come to class. Since the class is a writing seminar, we are allowed to cancel several class sessions in order to devote more time to research and writing. Sweet.

**Workload expectations:** You might not have thought about how much work you will put into each class, but the American bar Association has! The American Bar Association standards for accrediting law schools contain a formula for calculating the amount of work that constitutes one credit hour. According to ABA Standard 310(b)(1), "a "credit hour" is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time." This is a three credit hour class, meaning we will spend two 75 minute blocks of time together most weeks. The rules of the school of law allow us to forego several class sessions to allow you more time for research, writing, and conferences. Overall your reading, research, writing and class sessions should take an average of nine hours each week.

**Grades:** Your grade will be based on the following factors:

Class participation	20 percent
Outline of the first paper	10 percent
First paper	30 percent
Outline of the second paper	10 percent
Second paper	30 percent

Assignments must be submitted by D2L or in person directly to me. No late submissions will receive credit unless permission has been granted in advance. Grades will be assigned according to the required curve unless the number of students in the course allows me to deviate from those restrictions.

**Writing Targets:** Students in senior seminars at the School of Law are required to produce a paper or papers totaling 7500 words, which is about 31 pages, double spaced. I am dividing that requirement into two papers so that one paper can be short enough to be published. We'll talk in class about publications that are good targets for your work.

**D2L:** Keep posted on news, assignments, any changes in the syllabus and other good stuff through D2L.

**Office hours:** Our class is just after the lunch break, and most days I eat my PB & J in my office, so stop by. Bring your own PB& J. After class is also a great time to ask questions. I'll be teaching property on Wednesdays and Fridays at 11:00, and state and local government law on Mondays and Wednesdays at 9:00, so those are times I won't be available. Beyond that, I am a total nerd and spend a lot of time in the office, so stop by any time. Also feel free to schedule an appointment.

**Recording class sessions:** Classes will not be recorded except with advance permission from me in unusual circumstances or to comply with needs for accommodations. No other recording of class is allowed.

**Final exam:** No final exam for this class. Party on!

**Yikes! Stress!** The University and the School of Law recognize that there are lots of potential stressors in your life. Here is some information on a campus-wide effort to be there to support you: The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or [siucares@siu.edu](mailto:siucares@siu.edu), <http://salukicare.siu.edu/index.html>. At the School of Law, Assistant Dean Judi Ray is also available to help students access university resources. Her email is [judiray@siu.edu](mailto:judiray@siu.edu), and her phone number is 618-453-8135.

**Disabilities and accommodations:** I want everyone in this class to succeed. If a disability is challenging you, here is some information about how to seek accommodations: Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To use DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. <http://disabilityservices.siu.edu/>. Upon completion of a Disability Accommodation Agreement with DSS, students should bring the agreement to the School of Law Registrar's Office to ensure the School of Law provides the proper classroom and examination accommodations.

**Emergency Procedures:** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

**Tentative schedule:**

This is a schedule of when we will meet and when we will turn in outlines and papers. In general we will spend Mondays on substantive topics and Wednesdays on your research and writing. Reading assignments have been noted for some classes. More will be supplied as we go along. I anticipate having some guests visit or Zoom in to our class, so that may change our schedule, but our topics won't suffer from a little shuffling. Any changes to the schedule will be posted to D2L.

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| January 14 | Course introduction<br>Assignment – be ready to talk about one example of government ethics in action and one example of a failure of ethics in government |
| January 16 | Discussion of possible writing topics, locations for publication, and workshop nature of the class   |
| January 21 | Martin Luther King, Jr. Holiday – your mission: screen one or more of one of the movies or documentaries to review for our class on Wednesday              |

- January 23 Presentations on basic resources  
Tell the class about one textbook, one article, one documentary, and one work of fiction/movie/art/performance
- January 28 Campaign cash  
*Buckley v. Valeo*, 424 U.S. 1 (1976)  
*Citizens United v. FEC*, 558 U.S. 310 (2010)
- January 30 Present topic selection to class
- February 4 Income and asset disclosure by those who govern  
Illinois Const., Art. XIII, § 2  
5 ILCS 420/4A
- February 6 Focus on research
- February 11 Government spending
- February 13 Bring outline of first paper to class
- February 18 Crimes and enforcement
- February 20 Presentations on first paper
- February 25 no formal class, time reserved for conferences
- February 27 Presentations on first paper
- March 4 Redistricting  
There's Nothing Fair About The Illinois Map: An Examination of the Reapportionment Process in Illinois,  
[https://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1039&context=ppi\\_papers](https://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?article=1039&context=ppi_papers), Craig Curtis, Bradley McMillan, Don Racheter, The Simon Review (Occasional Papers Of The Paul Simon Public Policy Institute)
- March 6 First paper due at 5pm today. No formal class session, but I will be available, in my office, for last minute questions during class time.
- March 11& 13 Spring break!
- March 18 Term limits
- March 20 Present second topic selection to class
- March 25 Revolving doors

March 27 Bring outlines of second paper to class

April 1 Legislative processes  
Access to information  
Role of leadership  
Public access to information  
FOIA, 5 ILCS 140  
Open Meetings Act, 5 ILCS 120/2

April 3 no formal class, time reserved for conferences

April 8 no formal class, time reserved for conferences

April 10 no formal class, time reserved for conferences

April 15 Government jobs and commissions

April 17 Presentations on second paper

April 22 Election or selection of judges

April 24 Presentations on second paper

April 26 Not a class day. Second paper due at 5pm today.