

Syllabus
State and Local Government Law
Law 585-3
Spring, 2019

Class sessions: Mondays and Wednesdays, 9:00-10:15am, room 206

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Textbook: *State And Local Government In A Federal System, 8th Ed.*, Mandelker, Welch Wegner, Griffith, Bond & Tyson, LexisNexis, 2014.

What you can expect to learn: State and local governments are incredibly important to our lives – think about the school that you go to and that I work for. But way beyond that, they offer to educate everyone, pave our roads, put out fires and keep us safe. This semester we’ll tackle what powers these governments have and where the powers come from. Along the way we’ll get to review some of what you have learned in constitutional law, torts and property. Not a bad thing.

But mostly what I want you to learn is how to be engaged in state and local government, how to advise clients about engagement in these governments, and how to advise those who have an official role in these governments. You will also get a chance to polish your writing skills in documents designed to be useful.

Attendance: Be here, it’s what you paid for. I will try to make sure that class time is valuable to you. And if you miss more than six classes, you will not be allowed to take the final.

Grading: Your grade will be based on the following factors:

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| A draft ordinance | 15% |
| A document addressing a legislative proposal | 15% |
| A presentation about a local government unit | 15% |
| A final exam | 55% |

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

Office hours: In addition to our class, I have a government ethics seminar on government ethics (which you are welcome to sit in on any time) on Mondays and Wednesdays from 1:30 to 2:45. I also have property on Wednesdays and Fridays from 11:00 to 12:15. Outside of those times I am the classic nerd, working in my office. So stop by any time. If you want to reserve some time, 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: The final exam in this class will be held on Wednesday, May 1, at 8:15am.

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. This guideline seems pretty smart to me.

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, <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, and her phone number is 618-453-8135.

Disabilities: 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 utilize 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, Department of Safety’s website 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.

Assignment for January 14, 2019: Select one person who is or was engaged in state or local government. Be ready to describe, to the extent you can, how this person got engaged in government, what the person has done, and what you admire or do not admire about that person. Also be ready to identify what role you would like to play in state and local government in the future. But most importantly, put some thought into what you would like to learn this semester. We have at least one out-of-the box option I would like you to consider – a road trip to Springfield.

Drafty draft syllabus:

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| January 14 | Course introduction |
| January 16 | Overview, read pages 1-41 |
| January 21 | Martin Luther King, Jr. Holiday |
| January 23 | Overview continued, 41-73 |
| January 28 & 30 | Local government powers and state preemption, chapter 2 |
| February 4 & 6 | Alternate models for local government, chapter 3 |
| February 11 & 13 | State and local government finance, chapter 4, 209-319 |
| February 18 & 20 | State and local government finance, chapter 4, 319-457 |
| February 25 & 27 | Serving the public sector: officers and employees, chapter 5 |
| March 4 and 6 | Government liability, chapter 6 |
| March 11& 13 | Spring break! |
| March 18 & 20 | Federalism, chapter 7 |
| March 25 & 27 | State legislature, chapter 8 |
| April 1 & 3 | Judiciary, chapter 9 |

April 8 & 10 Chief executive, chapter 10
April 15 & 17 Judicial relief and citizen control of governmental action, chapter 11
April 22 & 24 Student presentations
May 1 final exam 8:15am