

Syllabus
State and Local Government Law
Law 585-3
Spring, 2023

Class sessions: Tuesdays and Thursdays, 11:00am -12:15pm, room 164

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Textbook: There will be no textbook for this course! We will be using a variety of sources you already have access to for free. The sources are not edited, so some of the reading assignments may look large. Learn to read like a lawyer and focus on the parts that are important to you. In addition to the material that will be assigned, make it a practice to read an Illinois newspaper. Here's a good one that's free: <https://www.chicagobusiness.com/juice>.

What you can expect to learn: State and local governments are important to our lives. 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. This will include a review of some constitutional law, which is not a bad thing. You'll have a chance to polish writing and presentation skills as well.

I want you to learn how to engage state and local government leaders, and how to advise clients who are in government or need something from a state or local government. I also want you to be able to identify biases built into these governmental systems. Finally, I want you to be able to see yourself as playing a role in your state and local governments.

Attendance: Be here. In addition to regular class sessions, we'll have folks who are engaged in state and local government. You'll be able to learn much from them if you participate in the process. Class participation is a part of your grade, and if you miss more than six classes you won't be able to take the final.

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

a draft ordinance	10%
a document addressing a legislative proposal	15%
a presentation about a local government meeting	15%
class participation	10%
a final exam	50%

D2L: Keep ;posted on news, assignments and schedule updates through D2L.

Office hours: In addition to our class, I have Property on Mondays and Tuesdays from 11:00 to 12:15. Stop by any other time -- I'm usually at school during the workday. If scheduling an appointment works better for you, let's do that.

Recording classes: I've been recording classes since the beginning of the pandemic, and while I would love to say we are past that, I have covid right now as I am typing this syllabus! So classes will be recorded and posted on D2L, but the quality of the recordings is pretty low. If you know you will be missing a class, have a friend take notes for you.

Final exam: The final exam will be during finals weeks, from May 2 to May 12 at a date to be set by the registrar. The exam will be a take-home exam that will be similar to an assignment from a law office. What you will have learned in the class will provide a foundation for what you research and write.

Workload expectations: You might not have thought about this how much work you will put into this class, but the American Bar association has! The ABA 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. Overall your reading, research writing and class sessions would take an average of nine hours each week. This guideline makes sense 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 demonstrates to our students and their families that they are an important part of the community. For information on Saluki Cares: 618 453-2461, or siucares@siu.edu, <https://salukicare.siu.edu/>. Assistant Dean Judi Ray is available at the School of Law to help students access university resources. Please email her at judiray@siu.edu, or call 618 453-3135.

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: SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodation. If you think you may be eligible for accommodations but have not yet obtained approval, please contact DSS immediately at 618 453-5738 or disability.services.siu.edu. You may request accommodations at any time, but timely requests help to ensure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty. Upon completion of a Disability Accommodations Agreements with DSS, students should bring the agreements for each course to the School of Law Registrar's office to ensure the School of Law provides the proper classroom and examination accommodations.

University stuff: Want to know more about University policies and resources? I'll post their syllabus attachment on our D2L page.

Who said Tornado? We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts, visit <http://emergency.eiu.edu/>.

Assignment for the first day of class: Select one person who is involved in state or local government. This can be someone you know, someone you don't know, someone you like, or someone you despise. Try to find out how this person became engaged in state or local government. Also, be ready to help shape the course of the semester in two ways. First, we'll debate a potential trip to Springfield. Second, we'll look at the topics for the semester and I'll consider any recommendations for what to add or remove.

Topics for the semester: Here are the things I am planning to cover over the course of the semester, through a combination of readings, guest speakers, and assigned papers and presentations:

- power in a federal/state/local system
- state powers v local powers - with a focus on the new Illinois assault weapons ban
- counties - with a focus on taxing
- schools
- other districts - we have soooo many!
- state power and money
- the state legislature
- the state judiciary and how we pick judges
- economic development
- ethics
- initiatives, referenda and redistricting
- campaigns and elections