

Political Science 320

State & Local Government

[International & Political Affairs](#)  

Professor: Dr. Nicole R Foster Shoaf 

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Office: Webster 226A

1 OFFICE HOURS¹

Mondays	Online 100 – 300	Thursdays	Online 1230 - 100
Tuesdays	Online 1230 – 100	By Appointment	CLICK HERE to schedule
Wednesdays	In-Person 900 am - 1200		

2 COURSE DESCRIPTION

This course covers the general structure, theories, operation & problems of state government with special emphasis on the government of Missouri in the political system. Students will compare & contrast the function of Missouri government at all levels (municipal, county & state) with other states. Prerequisite PSC 120 or consent of instructor.

3 COURSE OBJECTIVES

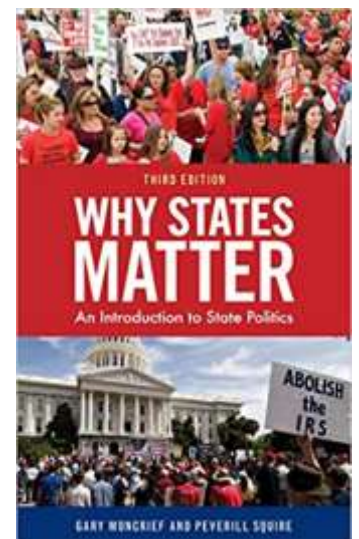
1. Be able to describe & discuss the structure, evolution, & contemporary impact of American federalism.
2. Be familiar with the institutional structures & political environment of MO state government & southwest MO.
3. Demonstrate an understanding of key policy debates facing state & local govts in contemporary America.
4. Demonstrate the ability to communicate effectively in written & oral forms.

4 TEXTBOOKS

Required: Moncrief, Gary F. & Peverill Squire. (2017). Why States Matter: An Introduction to State Politics, 3rd Edition.

- Kindle ISBN: [978-1538136157](#)
- Paperback ISBN: [978-1538136157](#)

Additional course readings & videos will be provided on Blackboard.



¹ *Office Hours* are the times each week that faculty are required to spend in the office, making ourselves available to students to discuss class & advising issues. There will be times when faculty will need to adjust regularly scheduled office hours to accommodate other obligations & there are students who might not be able to make a particular faculty member's office hours. In these cases, all students are encouraged to schedule an appointment with their faculty member to meet at another time. You may use this link to view my availability & add yourself to my calendar if my scheduled office hours do not work for you: [Click here](#)

5 COVID-19 MODIFICATIONS

To see what the CDC recommends, see *Considerations for Institutions of Higher Ed: [CDC Recommendations](#)*.

We will try to mitigate risk of infection to all class participants this semester. Please keep in mind that while COVID-19 has been more lethal for older Americans, vulnerability to the virus varies by more than age. None of us really knows how vulnerable the person sitting next to us is, or what vulnerable persons for which they might be responsible for caring. Because I would like all class participants – students & myself – to get through this course in good health, several modifications have been made for this course in an attempt to reduce risk.

First, all course participants will wear face coverings in the classroom. Face coverings may include cloth masks (covering nose & mouth) or plastic face shields. Face coverings protect those around you – while you have the right to risk your own health, you do not have the right to endanger the health of your classmates or professor. For information about the MSSU mask policy – [CLICK HERE](#). Those individuals seeking accommodations from wearing a mask/face covering, should contact the Disability Services Coordinator at 417-659-3725.

{Face Covering Required}

Second, this course will utilize a hybrid model of instruction if we are assigned to a room that cannot accommodate our entire class with appropriate physical distancing. Rather than the entire class meeting twice a week, just ½ of the class will meet on Tuesday & the other ½ of the class will meet on Thursday. You will be assigned a day to attend class, but you will have the opportunity to trade attendance days with a classmate. I will provide instructions on swapping attendance days in a Blackboard announcement.

Third, the standard attendance policy for this course has been altered. See the [attendance policy](#) later in this syllabus for details. Regular course participation is required.

6 QUICK START GUIDE

Read
syllabus



Access
Book



Log into
YellowDig

Read this syllabus carefully. It contains a lot of important information that you will need to be familiar with. The most frustrating emails I receive are those with questions that are clearly addressed in the syllabus. I am happy to clarify details or explain things that you find confusing, but you are responsible for reviewing the syllabus.

Access the book. Copies can be purchased at the MSSU bookstore & at a variety of online retailers. Read chapter 1 immediately.

Log into YellowDig via Blackboard. Then, login to YellowDig on your smartphone & save a link to make it easy to access. See the YellowDig instructions later in this syllabus.

7 COURSE TECHNOLOGY NEEDS

This class will utilize a lot of online resources. It is your responsibility to make sure you have access to the necessary equipment & to make sure that you understand how to use the required technology. For this course you will need regular access to a computer and access to the internet. This syllabus contains a variety of links to technical support services – I am happy to help where I can, but sometimes professional tech support is a better choice.

- For help with Blackboard: BlackboardHelp@mssu.edu
- Contact IT at HelpDesk@mssu.edu or 4176254444 for email & LioNet help
- If you need tech support for YellowDig: <https://help.yellowdig.com/hc/en-us/requests/new>

8 CURRENT EVENTS

In addition to the assigned book, we will discuss current events throughout the semester which means that you will need to stay up to date throughout the semester. Staying on top of the news can be difficult, so to help I have collected links to a variety of resources below.

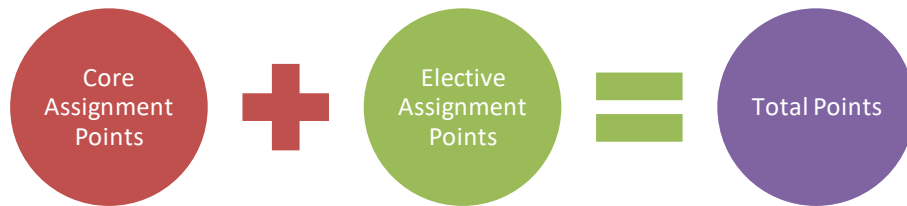
8.1 NEWSLETTERS

[5-Minute Fix newsletter](#). This summarizes the biggest political stories in something you can read in 5 minutes or less, every Monday, Wednesday, & Friday. Other good options include: [Monkey Cage newsletter](#). The Monkey Cage is a site that connects the expertise of political scientists with members of the public. “At TMC, political scientists draw on their expertise & the discipline’s research to provide in-depth analysis, illuminate the news, & inform civic discussion.” Sent 3 times a week. [The Hill’s Morning Report & Tip Sheet](#) newsletter through the Hill.com. This site is a top non-partisan political news site that focuses on the White House, Congress, & the federal government. Sent daily. [FiveThirtyEight.com Politics Newsletter](#). When you use this link, there are several newsletter options that are available – we will only need the *Politics* newsletter for this course – but their sports newsletter is popular among fans.

8.2 GENERAL NEWS

You will also need to be familiar with major headlines in the news– which you can pick up from your favorite source, including but not limited to: [CNN](#), [Fox News](#), [MSNBC](#), [ABC News](#), [CBS News](#), [The Wall Street Journal](#), [The New York Times](#), [The Washington Post](#), etc. For those of you who are just developing the habit of paying attention to current events you might consider starting with satire which uses humor, exaggeration, or ridicule to expose & criticize people's stupidity or vices, particularly in the context of contemporary politics & other topical issues. In other words, it is a funny way of learning about current events. You can try [The Late Show with Stephen Colbert](#), [The Daily Show](#), [Late Night with Seth Meyers](#), or [Full Frontal with Samantha Bee](#). Note that some political satire utilizes adult language. For a humorous take on politics & policy issues in more depth, check out [John Oliver’s Last Week Tonight](#) show. Note that some political satire utilizes adult language. The shows on broadcast television tend to edit for language, but there is less censorship on cable & minimal (if any) censorship on HBO.

9 GRADING SCALE & SUBMISSION REQUIREMENTS



Your final grade is based on your performance on the assigned work & your level of mastery of the course content. Grades are earned based upon individual performance.

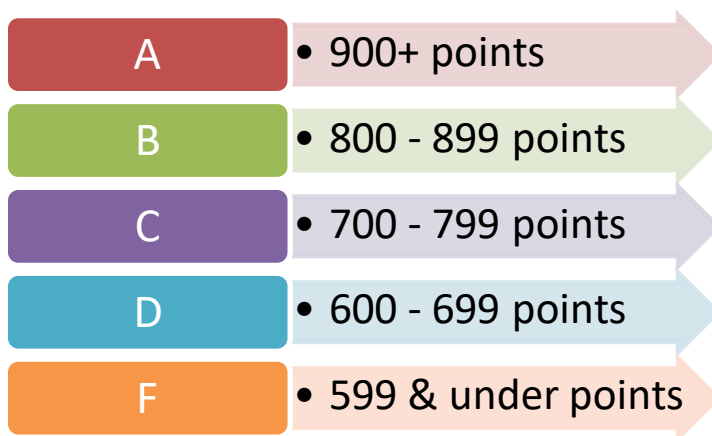
9.1 CORE ASSIGNMENTS

Core assignments are those assignments that everyone will complete. You may earn up to 600 points from core assignments.

9.2 ELECTIVE ASSIGNMENTS

You may earn up to another 400 points from elective assignments. You may pick which and how many of the elective assignments to complete. The elective assignments allow you to choose the format that will best allow you to showcase your mastery of the course.

Final grades in the course will be calculated out of 1000 possible points.



9.3 FORMATTING & SUBMITTING ASSIGNMENTS

All written assignments must be submitted as .doc, .docx, or PDF documents. All MSSU students have access to Microsoft Word through their email account. You may use the online version of Word in a browser, or you can download a copy of Microsoft Office programs on your computer for free, & university computers around campus have these programs. Do not submit your work in other formats – including but not limited to .pages. If you need help accessing your software, the MSSU Helpdesk or I can assist you.

All assignments must be submitted via Blackboard. No assignments will be accepted via email.

Core Assignments (600 pts)

Exam
(250 Points)

Elected Officials
(100 Points)

Persuasive Essay
(100 Points)

Yellowdig
(100 Points)

Infographic
(50 Points)

Elective Assignments (400 pts)

Lion Co-Op Experience
(400 Points)

City Council Report
(200 Points)

Presentation
(200 Points)

Briefing Paper
(200 Points)

Academic Book Review
(200 Points)

Letters to Elected Officials
(200 Points)

Informational Interview
(200 Points)

10 ASSIGNMENTS:

10.1 CORE ASSIGNMENTS (600 POINTS)

You may earn up to 600 points from the core assignments.

10.1.1 Exam

(250 Points)

There will be a single, comprehensive exam. The exams may contain multiple choice, short answer questions, and essays. The best way to prepare for the exam will be to take notes on all assigned readings & videos, as well as class discussions. These notes should be reviewed and organized throughout the semester.

Late Policy: Late exams will be accepted through Tuesday, May 11 @ 1230 pm with a penalty of 5% per day.

10.1.2 Elected Officials Assignment

(100 Points)

The goal of this assignment is for you to identify the elected officials who represent you. In order to hold elected officials responsible, you must first know who they are. Download the State & Local Elected Officials document from Blackboard & fill in the boxes. When the file is complete, save it & upload it to Blackboard as a .doc, .docx, or PDF. If there are problems with your Elected Officials assignment & you earn partial credit, you have the option to revise & resubmit it through April. Please note that all revisions must be submitted on Blackboard.

If you email me a photo of your pet (or a cute animal if you do not have a pet), I will give you 10 points extra credit as a reward for carefully reading the syllabus. This offer expires January 29 @ 1159 pm.

Late Policy: Late & revised submissions will be accepted through April 30.

10.1.3 Persuasive Essay

(100 Points)

You will write a single persuasive essay, with the goal of drafting an ironclad argument in favor of a specific position, while successfully undermining the arguments of the opposition. Each person will write on a different topic/position. Topic assignments will be distributed by the instructor. Before beginning your persuasive paper, you should watch the TED video, "[How to Have Better Political Conversations.](#)" If you are going to be truly persuasive, it is critical to consider your audience & the views of the opposition.

- Essays must address the assigned topic. Off-topic essays will earn a score of 0.
- Minimum 2 pages, maximum 3 pages, no extra spacing between paragraphs, use headings.
- Single spaced, 10-12 point Arial font, 1" margins, omit title page & author information.
- Minimum 25 sources, including a minimum of 10 peer-reviewed academic journal articles & 2 books.
- All claims must be verifiable – or marked as mere opinions, & all sources must be reputable.
- Use endnotes, in place of traditional in-text citations¹. The endnote should include a complete citation for the source. To add endnotes in Microsoft Word, click the "References" tab, & click "Insert Endnote".

Late Policy: Late essays will be accepted through April 30 with a 10% penalty.

10.1.4 Infographic

(50 Points)

After your complete persuasive essay, you will translate your essay into an infographic handout. Infographics must be submitted as PDF files. Examples of infographic handouts will be available on Blackboard. Infographics must be 1 page legal-size or 2 pages of standard letter size paper. A complete bibliography must be provided in a separate document. Infographic assignments should also be submitted with a FERPA release if you will allow the graphics to be shared.

Late Policy: Infographics are due by the end our final exam period Tuesday, 05/11 @ 1230 pm. No late submissions will be accepted.

10.1.5 Yellowdig Engagement

(100 Points)

We will participate in a pilot test of YellowDig. YellowDig is like a private class Facebook page, without all of the privacy concerns. You can earn points each week by posting & commenting on videos, articles, & photos, as well as responding & reacting to the posts of other participants.

Why YellowDig?

YellowDig participation will replace discussion boards. Theoretically, discussion boards offer the opportunity to have engaging conversations outside of class. However, in reality, most discussion boards become tedious & we rarely get to have genuinely engaging conversations. Many people procrastinate, making it difficult to have a back & forth; forcing everyone to respond to specific posts becomes tedious if they are not interesting & topics that you find interesting can only earn you a handful of points & sometimes it you have nothing original to add.

Unlike typical Blackboard discussion boards where everyone would respond to the same prompt, Yellowdig lets you find & share real-world content (articles, videos, etc.) that you feel is relevant to lectures & readings. Another major difference is that you can ask questions or get clarifications about things in the course. The important thing is that you are posting & having useful conversations about course-relevant topics. As you create posts & make comments that contribute to the community, & as other students react to or comment on your posts, you will automatically receive participation points. Using Yellowdig is a required part of the course, & the points you acquire count for 10% of your course grade.

How does YellowDig impact my course grade?

From time to time I will post something for us to engage with (an article or video), but you do not need to wait for me to post something to participate in & earn points for YellowDig. When you see a video or read an article that you think the class will find interesting & that is relevant, share it. You earn points for posting, commenting, reacting, as well as points when others comment on or react to your posts.

To max out your points for the course, you should aim to earn 1000 Yellowdig points each week. Because life can get in the way, you can earn up to 1200 points each week, allowing you to participate a little extra some weeks to make up for lost points if there is a week you are unable to participate. It is worth noting that while you can forget to participate a week or two & still earn full points, there is a limit to how many points you can earn each week & you cannot make up for half a semester of missed participation in April.

Scores for Yellowdig participation will appear in the Blackboard gradebook as a percentage because Yellowdig points use a different scale than the course as a whole. A Yellowdig score in Blackboard of 100% will earn you 10 points at the end of the semester – equivalent to 10% of your final grade (or a full letter grade).

How are YellowDig points distributed?

Your goal is to earn 1000 points each week (weeks end Saturday at 1100 pm). You can earn up to 1200 points each week, which can help you make up for weeks when you things get in the way. You earn points for interacting & engaging with your peers in YellowDig in the following ways:

1. Writing a Post of at least 40 words (150 points)
2. Writing a Comment of at least 20 words (75 points)
3. Receiving a Comment on your Post (50 points)
4. Receiving a Reaction on your Post or Comment: 😊 ❤️ 😞 😡 🤔 🍷 📖 🏆 🏆: 30 points
5. Receiving an Accolade on your Post or Comment:



Helpful!: 100 points



Interesting!: 100 points



Insightful!: 75 points

The points you earn in YellowDig accumulate to a total goal for the course. This feeds into calculating a grade which is passed to the grade book for your discussion credit. To learn more about how points work & how many you can still earn, click on the grade indicator at the top-left of the Community feed. Each week you should aim to earn up to 1,000 points, with a maximum of 1200 points. At 1100 pm on Saturdays, the weekly maximum points will reset & you will be able to start earning points for the week. At this time your grade will also recalculate & likely go down. That is because your grade is now accounting for points you'll need to earn in the current week to get your grade back to 100% you will again have until the following Saturday to get up to the weekly maximum. If you are having a fun discussion you can always keep posting even after you have reached the weekly maximum; you just will stop earning additional credit toward your grade until the next Saturday at 1100 pm.

I want you to read what other people are thinking & to have real discussions about course-relevant content. Therefore, I would like everyone to pay attention to the fact that you will earn quite a few points when other people react to your posts & comments. Your posts will also get more points if they get a good conversation started (i.e., if people comment on them). So, think about your audience when you are posting (i.e., your fellow classmates). Also, be sure to recognize good posts by reacting to them & talking about them. Posting early in the week & having others comment on your posts will save you time! I will also be dropping in occasionally to give accolades to posts that are exceptionally good or thoughtful. You will increase your odds of your posts receiving that recognition if you have them up early & I can see you are contributing to a vibrant discussion.

Getting do I get started in YellowDig?

The first time you login to YellowDig you must do so via Blackboard. After the first time, you may login via YellowDig directly, so you can save an icon to your smartphone to login without messing with Blackboard. Unlike Blackboard itself, YellowDig should be mobile friendly.



Go to our Blackboard page & click the folder YellowDig. Inside the folder is a link for YellowDig – click it. Use your MSSU email address to get set up.

Get YellowDig on your Smartphone: After you log in via Blackboard & set up YellowDig, you can access it directly. Open the Chrome app on your smartphone, go to YellowDig.app/user/login. Click the three stacked dots in the top right corner & click “Add to Home screen”. This will create a shortcut on your phone so that the next time you want to access YellowDig, you will not have to go in via Blackboard.

A few pointers & recommendations

- Review the [student section](#) of the Yellowdig knowledge base.
- Take advantage of features like [#hashtags](#) & [@mentions](#) to bring the discussion to life!
- Use the **Help** section (in the menu under your avatar) for tips & info on different features.
- If you have any technical questions [reach out](#) to Yellowdig support.

Late Policy: You can earn up to 1200 points per week; average of 1000 weekly points = 100% performance.

10.2 ELECTIVE ASSIGNMENTS (400 POINTS)

You may earn up to 400 points from the elective assignments. This means that you **do not** need to complete all of the following assignments.

10.2.1 Lion Co-Op Experience

(400 Points)

You may apply to volunteer with the Lion Co-Op on campus. The Lion Co-Op was founded to help students who are dealing with food insecurity...a reduction in the quality or variety of food intake, which often results in disrupted eating patterns. In other words, many college students don't have money to buy enough food or quality food. Lack of adequate nutrition can be a considerable obstacle to academic success.

Along with your service to the Co-Op, you will complete a project related to the work of the Co-Op. This project may include a research project on food insecurity,

You will finish the semester with a 1-2 page (single spaced) reflection paper discussing your experience working with the Co-Op.

Late Policy: Reports on the Lion Co-Op Experience will be accepted late through May 11 @ 1230 pm, with a 10% penalty.

10.2.2 City Council Report

(200 Points)

Attend 3 city council meetings. After the meetings, compose a short report that includes the following information. You do not have to attend a Joplin City Council meeting – you have the option to attend any city council meeting, including those near your hometown. For this assignment, you have the option of pairing up with a classmate & attending the meeting & drafting a report together.

1. Background information on the city government, including government structure, & information about the city council members, mayor, & city manager (as appropriate).
2. Information about who attended the meeting, & the date of the meeting.
3. A summary of the business attended to at the meeting.
4. Commentary on the topics addressed.
5. Attention paid to any particularly contentious or controversial topics.
6. Remarks on any topics that should have been addressed but were omitted from the meeting.
7. Links to relevant information in the local news or on the city's website.
8. Use APSA format for citations, but use endnotes rather than in-text citations.

Late Policy: City Council Reports will be accepted late through April 30, with a 10% penalty.

10.2.3 Presentation

(200 Points)

You have the option to prepare and deliver a presentation on a topic related to state & local government. Presentations will be made online via Blackboard Collaborate and will need to include some type of visual aid (slides, handouts, etc). Presentations will be made to a broad audience, made up of students from across campus. Presentations should last 10-15 minutes and will be followed by a Q & A. You will need to sign up for a presentation time by spring break to secure your spot on the presentation calendar.

Late Policy: City Council Reports will be accepted late through April 30, with a 10% penalty.

10.2.4 Briefing Paper

(200 Points)

Draft an informational briefing paper. This briefing paper will not advocate a specific position, but will serve to inform the reader about a specific, clearly defined problem related to state or local government/politics. The briefing paper should discuss the root & proximate causes of the problem, the extent of the problem, & discuss the consequences of the problem. A list of topic choices will be provided for the briefing paper assignment. If you

are completing a local government internship this semester, you may use a topic relevant to your work with instructor approval.

- Minimum 2 pages, maximum 3 pages
- Single spaced, 10-12 point Arial font, 1" margins, omit title page & author information
- No extra spacing between paragraphs, use headings
- Minimum 25 sources, including a minimum of 10 peer-reviewed academic journal articles & 2 books
- Use APSA format for citations, but use endnotes rather than in-text citations.

Late Policy: Briefing Papers will be accepted late through April 30, with a 10% penalty.

10.2.5 Academic Book Review

(200 Points)

Select two related texts, draft a comparative academic book review, & prepare a short video review.

Book Selections. You should select 2 books that cover related topics so that you may compare their approach to the topic and the conclusions they draw. The books must be selected from the list below or you may request special permission to review a book not on the list. To request to use an alternative book, email the title, author, ISBN number, and the copyright year to the instructor. Book reviews written on unapproved texts may be penalized.

Written Review. Academic book reviews are a special type of writing activity which focuses on a critical analysis of the texts and concise writing. Reviews should include a *brief* summary of the text, a discussion of the most interesting points the books make, and an analysis of the shortcomings or limitations of the books (every text has some). The comparative nature of this book review also requires that you discuss the texts together, weaving together the discussions to compare and contrast the books' strengths/weaknesses, main conclusions, and primary contributions to our knowledge on the subject. Examples of written academic book reviews will be posted in course Blackboard page.

- 2 pages, single spaced, 10-12 point Arial font, 1" margins.
- Do not include your name on the document.
- No extra spacing between paragraphs, use headings.
- Include book title, author, publisher, publication year, & ISBN.

Review Video. The review may be a voice-over slide show, you may speak directly to the camera, you may stage an interview or discussion on the book, you may record a mini-lecture, etc. You may pair up with a classmate & do a video together, although each individual will draft their own written review on their own books. Videos will be shared with the class for peer review, but will not be released to the general public. Laptop/tablet webcams or smartphones have sufficient technological capability for this exercise.

- Video review should be 5-10 minutes long. You may submit the video file, or a link to a private YouTube video.
- Pay attention to your tone in the review – monotone mumbling does not make for an engaging video.

Few of these texts are available at the MSSU library, but they should be available via the [MOBIUS](#) system (available for free delivery to campus from any Missouri university library). If you have never used the MOBIUS system, speak to a Spiva librarian. *I strongly encourage* you to request your books ASAP, as you never know when MOBIUS will take 2 days, 2 weeks, or 2 months to deliver books.

1. Managing Disasters through Public–Private Partnerships. 9781589019508
2. Understanding Smart Cities: A Tool for Smart Government or an Industrial Trick? 9783319570143
3. The Works: Anatomy of a City. 9780143112709

4. Management Policies in Local Government Finance, 6th Edition. 9780873267656
5. The New Science of Cities (MIT Press). 9780262019521
6. A Budgeting Guide for Local Government, 3rd Edition. 9780873267670
7. Beyond Smart Cities: How Cities Network, Learn & Innovate, 1st Edition. 9781849714266
8. More Women Can Run: Gender & Pathways to the State Legislatures. 9780199322435
9. The Politics of Resentment: Rural Consciousness in Wisconsin & the Rise of Scott Walker. 9780226349114
10. Government Contracting: Promises & Perils, 2nd Edition. 9781498738071
11. Evicted: Poverty & Profit in the American City, 1st Edition. 9780553447453
12. The Color of Law. 9781631494536.
13. Worlds Apart: Poverty & Politics in Rural America, 2nd Edition. 9780300196597
14. Emerald Cities: Urban Sustainability & Economic Development 1st Edition. 9780195382761
15. Understanding Missouri's Constitutional Government. 9780826219039
16. Democracy Reinvented: Participatory Budgeting & Civic Innovation in America. 9780815726821
17. Small Town Economic Development: Reports on Growth Strategies in Practice. 9780786476787
18. Strategic GIS Planning & Management in Local Government, 1st Edition. 9781466556508
19. Gerrymandering in America: The House of Representatives, the Supreme Court, & the Future of Popular Sovereignty. 9781316507674
20. Politics in the New South: Representation of African Americans in Southern State Legislatures. 9780791465325
21. How to Kill a City: Gentrification, Inequality, & the Fight for the Neighborhood. 9781568585239
22. How Women Represent Women: Political Parties, Gender, & Representation in the State Legislatures. 9780199845347
23. The Influence of Campaign Contributions in State Legislatures: The Effects of Institutions & Politics. 9780472071722
24. Engines Of Democracy: Politics & Policymaking In State Legislatures, 1st Edition. 9780872894594
25. The Best Job in Politics: Exploring How Governors Succeed as Policy Leaders. 9781452239996
26. The Decline of Representative Democracy: Process, Participation, & Power in State Legislatures. 9780871879745
27. City Power: Urban Governance in a Global Age, 1st Edition. 9780190246662
28. Drawing the Lines: Constraints on Partisan Gerrymandering in U.S. Politics, 1st Ed. 9781501705311
29. State & Local Government: Sustainability in the 21st Century, 1st Edition. 9780199752003
30. 101 Chambers: Congress, State Legislatures, & the Future of Legislative Studies. 9780814209387
31. The Evolution of American Legislatures: Colonies, Territories, & States, 1619-2009. 9780472035830
32. Simpler: The Future of Government 9781476726595

Late Policy: Academic Book Reviews will be accepted late through April 30, with a 10% penalty.

10.2.6 Letters to Elected Official

(200 Points)

Write a series of 5 letters to your elected officials. Pick an elected official from your list & draft a 1-page letter. The letter should conform to standard business letter formatting. We are looking for 2-4 solid, substantive paragraphs of content. The content & focus of the letter is left to your discretion, but be sure that you are addressing your concern to the appropriate level of government. Do not write you US Senator a letter about potholes on your street, or write to your city council member about immigration. This requires you to put your knowledge of federalism to use – see the instructor if you need help.

The letter should encourage your elected official to take some action – to support or oppose a policy, for example. Or, the letter can ask your elected official a question about their position on a policy that you are concerned about. You could, for example, write your state representative & encourage them to oppose the

governor's recommended cuts to higher education funding. Your letter should explain why the elected official should support/oppose the policy or why they should follow your recommendation. I recommend that you do not mention that this is for a class project. Ideally, we want your elected official to write back to you, & they are more likely to do this if they believe that you have personal motivation to contact them. Be sure to include some contact information so that your elected official can get in touch with you.

You may write multiple officials on the same general topic, but each letter must be different. It does not count if you simply send the same letter multiple times. To earn the points for this assignment you must *send* the letter.

- If you are going to **mail** it, take a picture of the complete printed letter & the addressed & stamped envelope. Submit the photos to Blackboard for points, either as jpegs or copy the images into a .doc, .docx, or PDF document.
- If you choose to **email** your letter, snap a photo of the full email (so we can see that there is substantive content) & take a picture of the email in your "Sent" folder in your email. The email can be sent from your MSSU or personal account. Submit the photos to Blackboard for points, either as jpegs or copy the images into a .doc, .docx, or PDF document.

Late Policy: Letters to Elected Officials will be accepted late through April 30, with a 10% penalty.

10.2.7 Informational Interview

(200 Points)

You may arrange to interview someone who works in state or local government. Informational interviews must be approved by the instructor in advance and you will need to schedule a meeting to discuss your prepared questions before conducting the interview. Interviews may be conducted in person or online via Zoom (or a similar video conferencing program). It is advisable to record the interview, if your interview subject consents.

Following the interview, you will draft a report that covers the following information:

- Biographical information about your interview subject
- Information about the position in which your subject works
- A discussion of the interview subject's contributions to state/local governance
- A summary of the interview

Late Policy: Informational Interviews will be accepted late through April 30, with a 10% penalty.

11 COURSE POLICIES

11.1 HEALTH & SAFETY

All class participants are core to wear a face covering (nose & mouth), either a cloth covering or plastic face shield, during all class sessions, office hours, and live meetings with the instructor. I understand that face coverings can be uncomfortable, but we will prioritize the health and safety of course participants over personal comfort.

11.2 COURSE PARTICIPATION & ATTENDANCE

Regular participation in the course is required. In this online course, participation is defined by the submission of assigned work at least weekly. If circumstances arise that will prevent you from actively participating in the course for more than a week, you need to get in contact with me. Failure to actively participate in the course for 2 weeks will result in a report of non-attendance, which may have consequences for extracurricular activities or financial aid.

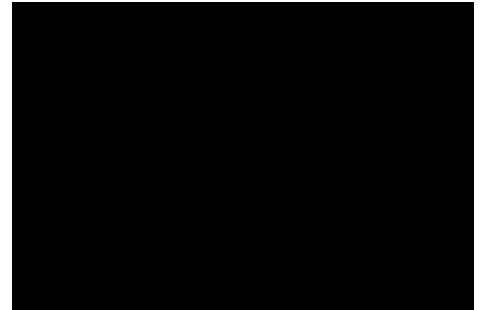
11.3 OFFICE HOURS

If you ever have questions or concerns about this course, please consider visiting my office hours. Office hours are times faculty members are scheduled to be available to meet with students – you will not be bothering me or imposing if you visit my office hours.

I will be available for online/remote office hours 6 hours each week; I will be available for in-person meetings during 3 of these hours. In addition, I am available by appointment to meet with you online or live. It will be helpful if you schedule an appointment to meet in person this fall, as my office does not allow for adequate physical distancing and in-person meetings will need to be held in one of the classrooms, but you will not be turned away if you show up without an appointment.

[Click here](#) to schedule an appointment. Unless you specify otherwise, I will assume that you would like to meet online.

To access online office hours, use the link in the **Course Home** or the **Meet Your Instructor** folder on Blackboard. This will give you access to a Blackboard Collaborate Ultra room. Note that this is a special Collaborate room that allows access to students from all of my courses so that I do not have to have multiple windows open during office hours. When you use the link, it will ask you for your name – please include your first name and the class (online AmGov is fine).



11.4 CLASS CANCELLATION / INCLEMENT WEATHER POLICY / PUBLIC HEALTH EMERGENCY

If it is necessary to cancel class due to an emergency or inclement weather, information will be posted on Blackboard.

If it becomes necessary to suspend live courses this fall due to a public health emergency (or any other emergency), we will move the course online, with asynchronous lectures and assignments on Blackboard and options for synchronous communication via Blackboard Collaborate Ultra (or Zoom, if needed). This course is one I routinely offer live, as a hybrid, and online, as well as in 4-week, 8-week, and 16-week versions, meaning that even in the midst of worldly chaos, I will be able to provide you with a workable way to complete the course.

11.5 COURSE COMMUNICATION

Important information will be circulated via Blackboard and the MSSU email system. Check your MSSU email account and Blackboard sites regularly. I recommend having your MSSU email sent to your phone and/or forwarded to an account you check frequently. Information about exams, due dates, and assignments will be posted on Blackboard, and Blackboard announcements are sent directly to your MSSU email. You are responsible for any information you miss if you choose not to read your MSSU email or check Blackboard announcements regularly.

The best way to contact me is via email at Shoaf-N@mssu.edu. I will make every effort to respond to your email as quickly as possible. Please be considerate when sending emails. Odds of receiving a prompt, useful reply increases substantially when you adhere to the following email etiquette guidelines:

1. **Salutation:** Titles matter. You can address me as "Dr. Shoaf" or "Professor Shoaf." If the instructor has a PhD, "Dr." is appropriate. If not, or if you do not know, err on the side of caution and refer to the instructor as "Professor". This is safe, and you can avoid giving the impression that you are being disrespectful. Think twice - maybe 3 times - about referring to female professors as "Mrs." or "Miss" unless they have specifically asked to be referred to in that manner. To do so is a sign of disrespect.
2. **Subject:** Use the subject line and be specific. It helps determine which emails should be reviewed first, and which can wait. But do not be dramatic - "HELP!!!" "END OF THE WORLD" subject lines are hard to take seriously.
3. **Introduction:** Explain who you are - "I am Madison Jackson, from PSC 120 TR @ 11:00 am" is extremely helpful when you are asking for information about a class. (If this sounds tedious, you could set up a signature to go out

in every email with your name, email, and list of current courses). This is especially helpful if this is the first course you have taken with me or it is early in the semester.

4. **Proofread:** Be professional and proofread before sending. Your friends might not mind reading a message 3 times to figure out what you are trying to say, but in a professional environment like a university you want to come across as competent. In addition, err on the side of formality and professionalism in emails to professors. Emails do not need to be long or complicated but understand that tone is difficult to communicate in email and a few extra seconds reviewing a message can build good will.
5. **Syllabus:** It is a good idea to check the syllabus and course schedule before you send an email to your professor. If the info is there, you will not only get your answer quicker, but you can avoid being that student who asks, "When is assignment X due?" when it is written in 3 places in the syllabus. If the syllabus is not clear, do ask for clarification. It is the professor's job to make course expectations clear. It is your job to read the syllabus.

11.6 LATE WORK POLICY

The late work policy for each of the assignment categories is included in the assignment description above. The late work policy in this course is both reasonable and flexible and will be adhered to firmly.

11.7 CLASS RULES AND NORMS

It Is Your Grade. If you are ever confused or unsure about the material or expectations, ask immediately (before assignments are due). The longer you wait, the less opportunity there is to get on track. Grades are determined by the quality of work submitted and the degree to which your performance meets the course requirements. While I empathize with the demands of the world outside of my classroom, only your performance affects your grade.

Respect is required at all times. You will interact with the professor and classmates and at times, the subject matter may be controversial and the discussions provocative. We will maintain a respectful environment at all times. You are encouraged to express your opinions and engage your classmates; however, all interactions must be done in a respectful manner. This course is an academic exercise, and disrespect and hostility will not be tolerated.

12 UNIVERSITY POLICIES

12.1 UNIVERSITY DATES & DEADLINES

- January 18 Martin Luther King Jr. Day Holiday
- January 19 Classes Begin
- January 25 Drop/Add & Late Registration Charges Begin
- January 29 Last Day for Full Refund of Charges
- February 10 Withdrawal after this date - No Refund of Charges
- March 22-26 Spring Break
- May 3 Last Day to Withdraw from a Class with a "W"
- May 7 Last Day of Classes
- May 10-13 Final Examinations
- May 15 Commencement

12.2 FACE MASK/COVERING POLICY

Effective July 13, 2020, all students, faculty, staff, contractors, vendors, and visitors are expected to wear masks/face coverings while on the MSSU campus, including in classrooms. Exceptions and the full policy are available:

<https://emergency.mssu.edu/wp-content/uploads/2020/07/MSSU-Mask-Face-Covering-policy.pdf>

12.3 BASIC NEEDS STATEMENT



Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417.625.9392 / studentaffairs@mssu.edu) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

Students who are experiencing challenges securing food for themselves and their families, and who believe this may affect their performance in this course, are encouraged to visit the Lion Co-op, which is located in the MSSU Residential Life Emergency Shelter and is open three times a week. Students are also encouraged to contact the Student Life and Conduct Office (BSC 347, 417-625-9531), ACTS (HEARNES 314, 417-625-9324), and/or your instructor for assistance in securing additional resources. Follow the Lion Co-Op on Facebook.

12.4 DISABILITY ACCOMMODATION STATEMENT

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725.

12.5 INSTRUCTIONAL FORMAT / COURSE DELIVERY

The teaching format for MSSU classes is subject to change at the university's discretion. Students should be prepared to handle alternative or online formats, if they should become necessary.

12.6 TIME ON TASK

A standard 3 credit hour course requires a minimum of 135 hours – 45 hours of instruction time (live + online) and 90 hours of out-of-class work. This fall we will use a hybrid model, where we will meet 1 hour a week in the classroom and 2 hours of instruction will take place online (via recorded lectures, synchronous sessions, and other course delivery options). You are expected to spend an approximately 6 hours working on this class outside of course instruction time each week, including time spent reading assigned materials and researching and writing papers.

The amount of time that you will need to complete the work in this class will vary by student and week. It takes some people longer to read than other, and some people write and edit faster than others. Some weeks, more work is due, so your time commitment may increase, while other weeks have little due and there will be fewer demands on your time.

12.7 ACADEMIC INTEGRITY STATEMENT

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

12.8 REPETITION OF COURSES

Students may only receive credit value for a repeated course once. Students may repeat courses in which grades 'F, D, C, B, U, LP, or P' have been earned. When a course is repeated, the highest grade will be used when computing GPAs. The grade of B is considered higher than P for repeating purposes. Transfer courses may be repeated if Missouri Southern offers the same course. Once a degree is earned, a student is no longer eligible to exclude the grade of the first course in their GPA.

12.9 NON-DISCRIMINATION AND TITLE IX STATEMENT

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

12.10 ACADEMIC IMPACT FOR UNIVERSITY-SPONSORED ACADEMIC AND ATHLETIC ABSENCES

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements. Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class. Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases.

No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person

of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event. Students who are unable to participate or have not been cleared to play should attend class.

12.11 COPYRIGHT STATEMENT (REQUIRED FOR ONLINE COURSES)

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use. You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork.

Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines. You are encouraged to use materials you create as part of the course; however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events.

MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

12.12 COURSE INTERACTION (REQUIRED FOR ONLINE COURSES)

Students can expect responses to emails within 24 hours, except on weekends. If you do not receive a response within 24 hours, please send a second email to follow up – it is possible your message was overlooked or accidentally deleted. Scores and feedback on quizzes will generally be available within 72 hours. Scores and feedback on homework and exams will generally be available within 2-5 days of the due date. The exact timeline will depend upon the length and complexity of the activity being reviewed, and the amount of feedback that is appropriate. Feedback will be shared via Blackboard (written or audio) or via email. You are encouraged to follow up on any feedback with an appointment for a video chat.

13 COURSE SCHEDULE

A detailed course schedule with a list of assignments, due dates, and exam dates is available on Blackboard. Please note that this schedule is subject to change – if anything changes, an updated schedule will be posted on Blackboard. I do not expect you to memorize due dates – I certainly do not – this is why there is a schedule. In addition to the materials listed in the schedule, additional lecture videos and/or audio lecture files may be shared. When these are posted, an announcement will be added to Blackboard.

- Part 1: The Role of the American States
- Part 2: Local Governments
- Part 3: Civil Rights & Criminal Justice Reform
- Part 4: Land Use & City Planning

PART 1: THE ROLE OF THE AMERICAN STATES

01	01/19	
	01/21	<ul style="list-style-type: none"> Moncrief & Squire (2020). Preface & C1 Making a Case for the States. Why States Matter
02	01/26	<ul style="list-style-type: none"> Moncrief & Squire (2020). C2 States & the Federal System. Why States Matter Federalist 39 (PDF - 5 pages) Diamond, Martin. "What the Framers Meant by Federalism." (PDF - 10 pages)
	01/28	<ul style="list-style-type: none"> Robertson, David Brian. "Chapter 2: The Policy Crisis of the 1780s." (PDF- <i>skim</i>) Dinan (2014). Relations Between State & National Governments. (PDF - 25 pages)
03	T 02/02	<ul style="list-style-type: none"> Moncrief & Squire (2020). C3 State Fiscal Systems. Why States Matter The Massacre of Tulsa's "Black Wall Street" (9 minutes) State Constitutions (PDF - 20 pages) <i>skim</i>
	R 02/04	<ul style="list-style-type: none"> When Sports Teams Fleece Taxpayers The Rise of the Stadium District (11 minutes) <i>Optional:</i> Stadiums: Last Week Tonight (19 minutes) Joe Becker Memorial Stadium (2 minutes) Sports Stadiums Are a Bad Deal for Cities
04	T 02/09	Campus Closed – Ice Day
	R 02/11	Campus Closed – Ice Day Elected Officials Assignment Due
05	T 02/16	<ul style="list-style-type: none"> Moncrief & Squire (2020). C4 The Policymaking Environment in the States. Why States Matter Squire & Moncrief. 99 Chambers & Why they Matter. (PDF–13 pages) <i>skim</i> History of the Nebraska Unicameral -<i>skim</i>
	R 02/18	<ul style="list-style-type: none"> Moncrief & Squire (2020). C5 The Policymaking Capacity of State Governments. Why States Matter Squire & Hamm C1 Lineage of State Leg. 101 Chambers. (PDF–10 pages) <i>skim</i> <p>Briefing Paper Due</p>
06	T 02/23	<p>1100 am guest speaker – Joplin City Council Member, Anthony Monteleone – email to RSVP</p> <ul style="list-style-type: none"> Moncrief & Squire (2020). C6 Public Policy & The Role of States in a Changing Federal System. Why States Matter Mooney, Christopher Z. (2000). "The Decline of Federalism & the Rise of Morality-Policy Conflict in the United States." (PDF – 19 pages) Squire. Career Opportunities & Membership Stability. (PDF – 19 pages) <p>Remember Yellowdig!</p>
	R 02/25	<p>Guest Speaker: Former MO State House Member & Current Jasper County Commissioner</p> <p>Letters to Elected Officials Due</p>

PART 2: LOCAL GOVERNMENTS


07	T 03/02	<ul style="list-style-type: none"> ▪ Moncrief & Squire (2020). C7 States & Their Local Governments ▪ Innovation in Local Government (14 minutes) ▪ Local Governments That Work - City-Manager Systems (3 minutes) <p>Remember Yellowdig!</p>
	R 03/04	<p>Guest Speaker: Former Joplin City Council Member, Melodee Colbert-King</p> <ul style="list-style-type: none"> ▪ Why Your Public Transportation Sucks Patriot Act with Hasan Minhaj (25 minutes) <p>Persuasive Essay Due</p>
08	T 03/09	<ul style="list-style-type: none"> ▪ Joplin Council Identifies 6 Priorities for City Action (PDF) ▪ Street Fight – Doc on Cory Booker’s Mayoral Run (82 minutes) <p>Remember Yellowdig!</p>
	R 03/11	<p>Guest Speaker: Joplin Director of Finance, Leslie Haase</p> <ul style="list-style-type: none"> ▪ Business of Disaster (1 hour) ▪ <i>Optional</i>: How Does My State Pay for Natural Disasters? (PDF – <i>skim</i>) ▪ <u>Optional</u>: Floods, LWT
09	T 03/16	<p>Guest Speaker: Joplin City Manager, Nick Edwards</p> <ul style="list-style-type: none"> ▪ What Happened When 2.2 Million People Were Automatically Registered To Vote ▪ <i>Optional</i>: Municipal Violations – LWT (18 minutes) <p>Remember Yellowdig!</p>
	R 03/18	<ul style="list-style-type: none"> ▪ Moncrief & Squire (2020). C8 Elections & Political Parties. Why States Matter ▪ Squire & Moncrief. State Legislative Campaigns & Elections. State Legislatures Today, 2nd Edition. ISBN: 978142247499. (PDF) ▪ Paddock. Local & State Political Parties. Oxford Handbook of State & Local Government. ISBN: 9780199579679 (PDF) - <i>skim</i> <p>Presentation Due</p>

March 22 – 26 - Spring Break

PART 3: CIVIL RIGHTS & CRIMINAL JUSTICE REFORM

10	T 03/30	Prosecutors – LWT (20 minutes) Louisiana Public Defender System in Crisis – 3 articles (PDF – <i>skim</i>) Public defenders face funding crisis for sixth year in a row - <i>skim</i> Remember Yellowdig!
	R 04/01	13 th (100 minutes) – BB Link & Available on Netflix Louisiana Supreme Court Upholds Black Man's Life Sentence - <i>skim</i>
11	T 04/06	The Rise of the Anti-Lockdown Sheriffs Legal Marijuana is Rigged - Patriot Act (Video) Remember Yellowdig!
	R 04/08	Guest Speaker: Jasper County Prosecutor, Theresa Kenney Academic Book Review Due
12	T 04/13	Guest Speaker: Jasper County Sheriff, Kandee Kaiser
	R 04/15	Elected Judges – LWT (13 minutes) City Council Report Due

PART 4: LAND USE & CITY PLANNING

13	T 04/20	The Case Against Single-Family Zoning (11 minutes) Are Gated Communities Bad for Cities (9 minutes) A Brief History of City Planning (15 minutes) Remember Yellowdig!
	R 04/22	Guest Speaker: (ZOOM) Benton County, AR County Planner, Madison Kienzle, MPA Informational Interview Due
14	T 04/27	When White Supremacists Overthrew a Government (12 minutes) An Intro to Urban Wastewater Systems (10 minutes) Adam Ruins Everything. “The Disturbing History of the Suburbs.” (6 minutes) Remember Yellowdig!
	R 04/29	Flex Lion Co-Op Experience Due
	F 04/30	Friday, April 30 @ 1159 pm – All Late Work Due Sunday, May 2 @ 1159 pm – Yellowdig Closes Monday, May 3 – Last Day to Withdraw from Classes
15	T 05/04	Moncrief & Squire (2020). C9 Why States Matter Now. Why States Matter It's Not Just the Monuments American segregation, mapped at day & night (7 minutes) What's With The Racist Names Of So Many American Places? (5 minutes) Exam Due
	R 05/06	Flex
16	T 05/11	Infographics Due Tuesday, 05/11 @ 1230 pm

ⁱ Annesley, Claire & Susan Franceschet. 2015. “Gender & the Executive Branch.” *Politics & Gender* 11: 613-617.

This is what an endnote looks like. It allows you to cite relevant sources without cluttering paragraphs with in-text citations or taking up valuable page space with footnotes.