



American State and Local Government

POL 113-01

Spring 2025

Thursdays 5:00-7:50 p.m.

Jones 301

INSTRUCTOR INFORMATION

Brian Anton

Adjunct Instructor

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COURSE FEE

No Fee

COURSE DESCRIPTION

A survey of the structure, function, problems, and decision-making processes of American state and local governments with emphasis on Missouri government.

PREREQUISITES/ CO-REQUISITES

None

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Identify the structure, powers, and functions of federal, state, and local governments.
2. Analyze the impact that history, geography, socioeconomic diversity, and demographics have on state and local government structure, policies, and procedures.
3. Describe the purpose, content, and procedures written into state constitutions with an emphasis on the Missouri constitution.
4. Analyze how the structure, powers, eligibility qualifications, and demographics of the three branches of government in state governments impact decision making and problem solving.
5. Identify the role of the government bureaucracy at the state level including the roles of the secretary of state, attorney general, and state treasurer and their departments.
6. Analyze how policy agendas and budgets are developed and impact decision making at the state and local levels of government.

7. Identify and explain the role of campaign finance regulations, political parties, political action committees, interest groups, and the media in public policy decision making at the state and local levels.
8. Identify, explain, and analyze the role of state and local governments in regard to public policy decisions including education, criminal justice, the environment, and health care among others.
9. Compare the structure, function, and public policies of Missouri government in relation to other states across the country and the United States government.
10. Analyze and apply all concepts in this course to real-world scenarios and case studies in preparation for civic participation, responsibility, and duty throughout life.

TEXTBOOKS AND OTHER MATERIALS

Please purchase the two textbooks and bring them to the first class session as they will be used extensively to drive the course and class discussion.

Hamiltonia: A State and Local Government Simulation

By Sidorsky, Kaitlin N. and Smith, Kelly B.

ISBN: 9781538192498

State and Local Politics: Cases and Topics 1st ed.

Renfro, Jayme L.

ISBN: 9780367174552

Constitution of Missouri

Missouri Secretary of State

PDF Download: <https://www.sos.mo.gov/pubs/constitution>

COURSE REQUIREMENTS

Active Class Discussion & Participation (Participation – 10% of Course Grade)

Students will be expected to actively participate in classroom discussions bringing information from reading assignments, previous learning in the course, and personal insight and experience. This course includes a guided simulation where students will be expected to create a state government and make decisions regarding procedures and policies for that government. Students are expected to be prepared for their role and participate during each class while respecting the contributions of others in the class.

| ACTIVE CLASS DISCUSSION & PARTICIPATION GRADING RUBRIC | | | | |
|--|---|--|--|--|
| | 5 | 4 | 3 | 0 |
| Preparation | Student is clearly prepared for class discussion and uses information from course readings, assignments, and prior knowledge at all times (>90%~) | Student is generally prepared for class discussion and uses information from course readings, assignments, and prior knowledge most times (80%-89%~) | Student is prepared for class discussion and uses information from course readings, assignments, and prior knowledge some of the time (<70%-79%~) | Student is inconsistently prepared to use information from course readings, assignments, and prior knowledge during class discussion (<79%~) |
| Active Participation | Student actively listens and adds points to class discussion that supports learning for the whole class appropriately at all times (>90%~) | Student actively listens and adds points to class discussion that supports learning for the whole class appropriately most of the time (>80%-89%~) | Student actively listens and adds points to class discussion that supports learning for the whole class appropriately some of the time (>70%-79%~) | Student inconsistently actively listens and adds points to class discussion that supports learning for the whole class (>79%~) |

State and Local Government News (Homework – 5% of Course Grade)

Students will be expected to share one piece of news related to state and local government each week with their classmates and prepare at least one discussion question for the class to evaluate. A one paragraph summary explaining “who, what, where, when, and why does it matter?” The template for this assignment is available on CampusWeb. These assignments are due each week by Noon (11:59A) on the day of class.

Chapter Reading Assignments (Homework – 5% of Course Grade)

Prior to each class, students will be expected to complete an assignment that prepares them for class discussion. These assignments are due at Noon (11:59A) on the day of class each week.

Weekly Writing Assessment (Chapter Tests – 25% of Course grade)

Students will be expected to submit a written assessment of learning after each week’s class that answers essential questions for the session and their takeaways regarding the topics, themes, key points, and their perspectives on various real world application opportunities related to each week’s content. Student writing should show an understanding of the material from each class session and be written using academic language and style. These assignments are due at 11:59P on the Tuesday following each class.

| WEEKLY WRITING ASSESSMENT GRADING RUBRIC | | | | |
|--|--|--|--|--|
| | 4 | 3 | 2 | 0 |
| Content & Skills | Student clearly answers all of the essential questions for the class and identifies all of the topics, themes, key points, and vocabulary of the class session (>90%~) | Student mostly answers the essential questions and identifies most of the topics, themes, key points, and vocabulary of the class session (80%-89%~) | Student somewhat answers the essential questions for the class and identifies some of the topics, themes, key points, and vocabulary of the class session (70%-79%~) | Student somewhat answers the essential questions for the class and inconsistently identifies the topics, themes, key points, and vocabulary of the class session (<70%) |
| Perspectives & Application | Student clearly explains how the topics, themes, key points, and vocabulary of the class session apply to real world applications (>90%~) | Student explains how most of the topics, themes, key points, and vocabulary of the class session apply to real world applications (80%-89%~) | Student explains how some of the topics, themes, key points, and vocabulary of the class session apply to real world applications (70%-79%~) | Student inconsistently explains how the topics, themes, key points, and vocabulary of the class session apply to real world applications (<70%~) |
| Academic Language & Writing | | | Student uses academic language and writing consistent with college level writing expectations with four or less spelling, punctuation, grammar, or capitalization errors | Student uses academic language and writing consistent with college level writing expectations with five or more spelling, punctuation, grammar, or capitalization errors |

Comprehensive Examinations (Chapter Tests – 30% of Course Grade – Three Exams at 10% Each)

Students will complete three examinations that are comprehensive of all course objectives, content, and skills presented in the course through the date of the test. Tests will take place in weeks 4, 8, and 12 of the semester (see dates below).

Final Examination (25% of Course Grade)

Students will complete a final examination that is comprehensive of all course objectives, content, and skills that includes a traditional test and a written portion that explains the decision making process of their role in the state and local government simulation throughout the semester.

GRADING SCALE

| | |
|--------|----|
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 0-59 | F |

| | |
|-------------------|------|
| Chapter Tests | 55% |
| Homework | 10% |
| Participation | 10% |
| Final Examination | 25% |
| Total | 100% |

ACADEMIC HONESTY

College of the Ozarks expects and demands high standards of intellectual honesty from its students. These high standards demand that dishonest work be rejected and that those students engaging in such work bear the consequences, which may include zero credit on assignments, failing course grades, and/or expulsion from the College.

Cheating on quizzes, tests, examinations, or other graded exercises is (1) borrowing someone's answers, (2) providing answers for other students, (3) using unauthorized material during the exercises, or (4) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.

Plagiarism, or academic theft, is presenting the words or ideas of someone else as one's own in an assignment without giving them due credit as the originator of those words or ideas. A student is guilty of plagiarism if he or she submits as his or her own work a written or spoken assignment that contains words or ideas copied from another person's book, article, manuscript, notes, Internet site, calculations, translations, computer programs, or any other source. Obviously, turning in another student's assignment or a paper totally taken from someone else's work is plagiarism. But it is also plagiarism to reword or summarize the words or ideas of another author and present them as part of one's assignment unless one gives the author credit. Plagiarism occurs when a student uses a sequence of words or ideas without having digested, integrated, and reorganized the author's words in his or her own mind and without acknowledgment in the assignment.

Similarly, a student is an accomplice in plagiarism and equally guilty (1) if he allows his own words in outline or finished form to be copied and submitted as the work of another; (2) if he prepares an assignment for another student and allows it to be submitted as that other student's work; or (3) if he keeps or contributes to a file of papers, speeches, tests, lab work, or other assignments with the clear intent that they be copied and submitted as the work of anyone other than the author. Students should keep paper and electronic copies of all their notes and all their drafts of assignments to help prove their authorship in case questions of plagiarism should arise.

Students are expected avoid the use of artificial intelligence (AI) for all writing assignments or prompts in this course in all circumstances. All writing assignments will be checked by a both a plagiarism and artificial intelligence detector. If it is found that a student used AI to complete assignments for this course, it will be treated as cheating as defined above.

HONOR CODE

"I agree to be an honest, trustworthy, caring and responsible citizen. I will uphold these values in others and myself."

ATTENDANCE & COURSE POLICIES

Attendance

Students are expected to communicate with the instructor as soon as it is known that they will be absent or late for class by email. This course is unique in that it only meets one time per week. Missing one class constitutes missing a full week of instruction. Every effort should be made to attend each class even if the student experiences conflicts that make them late or have to leave early. Students should be proactive in communicating attendance issues with the instructor.

Students are expected to attend classes for which they are registered and to meet course requirements in a satisfactory manner. Excused absences are granted for students participating in officially sanctioned (Dean of the College approved) college activities. Students with an excused absence are allowed to make up missed class work. The names of students who are frequently absent from classes will be reported to the Dean of the College.

If a student is excused from class either through illness, college sponsored trip, sporting event, or by permission from the instructor the student will have the same number of school days they were absent to make up all missed work. No late work will be accepted after this time period.

Class will begin promptly. If a student comes into class after attendance has been taken, it is the student's responsibility to ensure their attendance is recorded (in campus-web) accurately. It is the student's responsibility to monitor the documenting of their attendance in campus-web. Inaccuracies must be corrected before the second subsequent class. No changes will be made to the attendance record after the second subsequent class.

After three (2) unexcused absences the Dean of the College will be notified. Additionally, three (2) occurrences of and unexcused tardy will result in 1 unexcused absence. Additionally, excessive unexcused absences may result in a failing grade for this course.

Gradebook

Students are responsible to monitor the grades as entered into the Campus-web gradebook. It is the students' responsibility to ensure their grades are recorded accurately.

Submission of Work

Students are responsible for the proper uploading and submission of work as expected by the instructor. Excuses such as “the work did not upload correctly” will not be a valid excuse for late or missing work. It is the student’s responsibility to ensure work is uploaded or submitted correctly. Any student that has an issue with completing an assignment on time should contact the instructor by email to cooperatively develop a plan for completion.

Late Assignment Policy

To be best prepared for and get the most from class sessions, it is important that students complete all reading assignments and coursework on time. Class sessions rely on student preparation as they will be interactive and encourage students to participate at a high level. All course readings and coursework are designed to prepare students for classes and assessments. Therefore, timely completion of all assignments is integral for student success in this course.

Students are expected to complete all assigned readings and coursework on time and to communicate any extraordinary circumstances that may lead to late submission with the instructor prior to the due date for each assignment by email. Extra time may be granted for circumstances beyond the student’s control, but generally, assignments submitted late will not receive credit due to the nature of the materials being delivered in the scope and sequence necessary to support student learning at the highest level.

Electronic Devices

Electronic devices such as laptops, tablets and cell phones are permitted in class for use in class assignments. Please use professional guidelines regarding electronic devices in this class. The use of any electronic device such as a laptop, tablet, smart watch, or cell phone during examinations or quizzes will be considered cheating.

CAVEAT

This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student. Any changes will be announced during class and/or posted on the website.

COURSE SCHEDULE

Week 1 – January 16, 2025

Essential Questions:

- What is the importance of state and local government within the scope of the general structure of government within the United States? How does this compare to other countries and forms of government?
- How does state and local government impact the lives of constituents? How is this similar and different from the impact of the federal government on constituents?
- How are the federal, state, and local levels of government interconnected? What is the relationship between each level of government in regard to the scope of power and functions?

Class Agenda:

- Course Introduction & Expectations
- In-Class Jigsaw Reading & Discussion: Essential Questions
 - *State and Local Politics* – Introduction (pp. 1-2)
 - *Hamiltonia* – The Importance of State and Local Governments (pp. 3-6)
 - *Hamiltonia* – Institutional Organization of State Governments (pp. 6-8)
 - *United States Constitution*
 - Article I, Section 8: Powers of Congress
 - Article I, Section 9: Powers Denied to Congress
 - Article I Section 10: Powers Denied to the States
 - Tenth Amendment: Reserved Powers of the States People
 - Article VI: The Supremacy Clause

Reading Assignments:

- Purchase textbooks prior to first class meeting - both will be used extensively in this course and on the first day of class.

Week 2 – January 23, 2025

Essential Questions:

- What goes in a written state constitution? Should constitutions be written vaguely or in detail? What are the benefits and drawbacks of both?
- How does the history, geography, socioeconomic diversity, and demographics of a place impact state and local government structure, policies, and procedures? Apply the case studies from chapter 1 in *State and Local Politics* to these questions.
- What are the similarities and differences between the Preamble and Bill of Rights in the United States and Missouri constitutions?
- What are the mechanisms of direct democracy built into state governments? What are the benefits and drawbacks of each?
- Where does the power of the state governments start and end? What should be regulated and what should not? Who makes this determination? Apply the case studies from chapter 3 in *State and Local Politics* to these questions.

Class Agenda:

- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Creating a State Constitution

Reading Assignments:

- *Hamiltonia*: Chapters 1 & 2 (pp. 1-43)
- *Constitution of Missouri* – Preamble, Article I (pp. 11-18)
- “Interactive Constitution of the United States” – Preamble & Bill of Rights
- *State and Local Politics*: Chapter 1 Case Studies (pp. 3-14)
 - “Borders and BBQ: KCK and KCMO and the Dividing Lines of Government and Culture”
 - “Georgia on My Mind”
 - “Using the Laboratories of Democracy to Keep People Healthy”
- *State and Local Politics*: Chapter 3 Case Studies (pp. 27-37)
 - “The Right to Hunt and Fish and Hang Out on the Front Porch”
 - “Problems in Euclid and the Limitations of the Ohio Constitution”
 - “From Plastic Bags to Guns: Preemption Laws and an Evolving Political Landscape”

Week 3 – January 30, 2025

Essential Questions:

- What are the power dynamics between state and local governments? Apply the case studies from Chapter 11 in *State and Local Politics* to this question.
- What are the responsibilities of local governments?
- What are the different types of local governments? What are the benefits and drawbacks of each?
- Why do state governments limit local government powers on certain issues? Where are the lines of power in regard to local control? What limitations and power does the Missouri Constitution grant to local government entities?
- How do the three levels of government in the United States work together to provide services for the country? Why is it necessary for each government to work with the others? How do the relationships between the various levels of government both solve problems and create challenges in governing? Apply the case studies from *State and Local Politics*, Chapter 2 to these questions.

Class Agenda:

- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Local Governments and Intergovernmental Relations

Reading Assignments:

- *Hamiltonia*: Chapter 3 (pp. 44-60)
- *Constitution of Missouri* – Article VI (pp. 101-115)
- *State and Local Politics*: Chapter 2 Case Studies (pp. 15-25)
 - “Hurricanes, Floods, and Tornadoes Oh My! The High Cost of Disaster Recovery”
 - “Federal Ownership of Land, or, When Nevada isn’t Actually Nevada”
 - “FedEd: Investigating Civil Rights Violations in Schools”
- *State and Local Politics*: Chapter 11 Case Studies (pp. 27-37)
 - “Handling an ‘Alien’ Invasion in a Small Desert Town”
 - “Council-Manager or Strong Mayor? Clearwater, FL Decides”
 - “Postville, IA: A Town Recovers from a Major Immigration Raid”

Week 4 – February 6, 2025

Essential Questions:

- What is the historical background of state legislatures?
- What is the structure of the various legislatures across the country? How does the structure of the legislature make the state government more or less democratic in nature?
- What is legislative professionalism? How do factors such as term limits, eligibility qualifications, salary, and size of staff impact representation of the population within the state legislature? Apply the case study, “Descriptive Representation and Policy Outcomes: Do Female Legislators Matter?” from Chapter 7 of *State and Local Politics* to these questions.
- What is the structure of the legislative branch in Missouri? What level of “legislative professionalism” do members of the General Assembly have in Missouri? How does it compare to other states across the country in these aspects? Apply the case study, “Professional Versus Citizen Legislatures?” from Chapter 7 of *State and Local Politics* to these questions.
- What is the legislative process in Missouri? How does it compare to other states across the country?
- How does federal government policy impact state government policymaking? Should the federal government provide more or less guidance for states when a federal law is passed? Apply the case study, “Jeffrey Epstein and the Varying Interpretation of Federal Sex Offender Registry Laws” in Chapter 7 of *State and Local Politics* to these questions.

Class Agenda:

- Exam
- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Constructing a Legislature

Reading Assignments:

- *Hamiltonia*: Chapter 5 (pp. 87-106)
- *Constitution of Missouri* – Article III (pp. 19-60)
- *State and Local Politics*: Chapter 7 Case Studies (pp. 75-83)
 - “Descriptive Representation and Policy Outcomes: Do Female Legislators Matter?”
 - “Professional Versus Citizen Legislatures”
 - “Jeffrey Epstein and the Varying Interpretation of Federal Sex Offender Registry Laws”

Week 5 – February 13, 2025

Essential Questions:

- What are the formal powers of governors? How do those powers differ between the states? Apply the case study, “Can a State Make a Difference on Environmental Policy? California is Giving It a Shot” in Chapter 8 of *State and Local Politics* to these questions.
- What is the historical background for the position of governor?
- What is the structure of the executive branch in states across the country? What are the qualifications for governor in Missouri and across the country? Apply the case study, “The Gubernatorial Incumbency Advantage” in Chapter 8 of *State and Local Politics* to these questions.
- What is the line of succession behind the governor in states across the country, specifically including Missouri? What is the process for removing governors and how does it vary across the states including Missouri? Apply the case study, “When It All Goes Wrong: The Impeachments of Governor Robert Bentley and Eric Greitens” in Chapter 8 of *State and Local Politics* to these questions.
- What are the specific duties and roles of the governor in the state of Missouri?

Class Agenda:

- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Generating the Governor's Office

Reading Assignments:

- *Hamiltonia*: Chapter 5 (pp. 87-106)
- *Constitution of Missouri* – Article IV, Sections 1-21 (pp. 61-68)
- *State and Local Politics*: Chapter 8 Case Studies (pp. 85-96)
 - “When It All Goes Wrong: The Impeachments of Governor Robert Bently and Eric Greitens?”
 - “The Gubernatorial Incumbency Advantage”
 - “Can a State Make a Difference on Environmental Policy? California is Giving it a Shot”

Week 6 – February 20, 2025

Essential Questions:

- What is the role of the bureaucracy in state governments?
- What are the responsibilities of attorneys general, secretaries of state, and state treasurers in state governments? What are the eligibility requirements of various bureaucratic leaders? How are they selected? Apply each question to the government of Missouri.
- Determine the benefits and drawbacks of having state bureaucratic leaders be appointed or elected?
- Beyond the “big three” departments of state governments, what other departments are necessary for executing legislation and public policy? How does Missouri's structure of its bureaucracy compare to other states?
- Public perception of the government bureaucracy is often negative. Why is this the case? Should it get more credit and positive press? Apply the case studies, “Interesting Work, Good Benefits, and Job Security: Why Work for the Government” and “Bureaucratic Bashing in the Era of Civil Service Shame” in Chapter 10 of *State and Local Politics* to these questions.
- What is the bureaucracy's role in executing legislation and public policy? Where is the line for regulation of private enterprise by the government, specifically the bureaucracy? Apply the case study, “Verruckt and the Case for Increased Government Regulation of Amusement Parks” in Chapter 10 of *State and Local Politics* to these questions.

Class Agenda:

- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Building the Bureaucracy

Reading Assignments:

- *Hamiltonia*: Chapter 6 (pp. 107-136)
- *Constitution of Missouri* – Article IV, Sections 22, 29, 35, 36(a), 36(b), 37, 37(a), 40(a), 47, 48-51 (pp. 68, 72, 78-80, 82, 84-85)
- *State and Local Politics*: Chapter 10 Case Studies (pp. 108-118)
 - “Interesting Work, Good Benefits, and Job Security: Why Work for the Government?”
 - “Bureaucrat Bashing in the Era of Civil Service Shame”
 - “Verruckt and the Case for Increased Government Regulation of Amusement Parks”

Week 7 – February 27, 2025

Essential Questions:

- What is the role of the judicial system at the state level? How does it differ from the role of the federal courts? Apply the case study, “Selling Beer to Alcoholics: The Nebraska State Supreme Court and the Whiteclay Problem” in Chapter 9 of *State and Local Politics* to these questions.
- What are the various arrangements of state court systems across the country? What is the arrangement of the court system in Missouri? What role do the local courts play within Missouri?
- What are the levels of the state judicial system in Missouri and what are their roles?
- What are the different qualifications, terms, and tenures for judges in state governments across the country? What is the process for judicial selection across the country and in Missouri specifically? Apply the case study, “Judicial Recall: How the Brock Turner Case Turned California on its Head” in Chapter 9 of *State and Local Politics* to these questions.

Class Agenda:

- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Creating the Courts

Reading Assignments:

- *Hamiltonia*: Chapter 7 (pp. 137-160)
- *Constitution of Missouri* – Article V, Sections 1-26 (pp. 86-95)
- *State and Local Politics*: Chapter 10 Case Studies (pp. 100-106)
 - “Judicial Recall: How the Brock Turner Case Turned California on its Head”
 - “Selling Beer to Alcoholics: The Nebraska State Supreme Court and the Whiteclay Problem”

Week 8 – March 6, 2025

Essential Questions:

- How does campaign finance restriction differ across the states? What are the specific campaign finance laws in the state of Missouri? Should campaign finance be limited or expanded in scope? Apply the case study, “(Maybe Don’t) Show Me the Money: Big Money’s Influence in State and Local Elections” in Chapter 6 of *State and Local Politics* to these questions.
- What is the role of Political Action Committees (PACs) and political parties in terms of seeking public office?
- Many areas of the country are dominated by one political party. How does that impact elections at the state and local levels of government? Apply the case study, “A Two-Party System Requires Two Parties: Democrats in the South” in Chapter 6 of *State and Local Politics* to this question.
- State governments are responsible for conducting elections for both state and federal offices. What is the purpose for this? Should the federal government have a larger role in elections? Apply the case study, “Cybersecurity and Election Systems: When Is It Time to Panic?” in Chapter 5 of *State and Local Politics* to these questions.
- How is public policy determined and what are the most significant policy areas for state governments? What decisions must state governments make in regard to public policy areas?

Class Agenda:

- Midterm Exam
- State & Local News Presentations and Discussion
- Class Discussion: Essential Questions
- State Government Simulation: Seeking Political Office and Setting a Policy Agenda at the State Level

Reading Assignments:

- *Hamiltonia*: Chapter 8 (pp. 161-178)
- *Constitution of Missouri* – Article VIII, Section 23 (pp. 122-133)
- *State and Local Politics*: Chapter 5 Case Studies (pp. 54-56)
 - “Cybersecurity and Election Systems: When Is It Time to Panic?”
- *State and Local Politics*: Chapter 6 Case Studies (pp. 62-68)
 - “A Two-Party System Requires Two Parties: Democrats in the South”
 - “(Maybe Don’t) Show Me the Money: Big Money’s Influence in State and Local Elections”

SPRING BREAK – March, 13, 2025 – NO CLASS

Week 9 – March 20, 2025

Essential Questions:

- How do states determine and balance their budgets?
- What are the various types of revenue strategies to fund state governments? Why do states generate revenue differently? What is the structure of Missouri compared to Arkansas and Kansas? What are the benefits and drawbacks to each strategy?
- What are the various types of expenditure strategies of state governments? Why do state governments spend differently? What factors determine state government spending? How does Missouri structure its spending compared to Arkansas and Kansas?
- What is the role of the federal government in regard to state revenue and spending? What are the benefits and drawbacks for state governments accepting and using federal funding?
- What are the guidelines for determining a budget by the governor in Missouri? What role do the taxpayers have in regard to revenue and spending in Missouri?
- How do state fiscal decisions impact individuals, businesses, and other entities within their states? What happens if the governor and state legislature cannot pass a budget and what impact does that have? Apply the case studies from *State and Local Politics*, Chapter 4 to this question.

Class Agenda:

- State & Local News Presentations and Discussion – State Budget Specific
- Class Discussion: Essential Questions
- State Government Simulation: The Budget

Reading Assignments:

- *Hamiltonia*: Chapter 9 (pp. 179-201)
- *Constitution of Missouri* – Article IV, Sections 22-28 (pp. 68-72)
- *Constitution of Missouri* – Article X, sections 1-4, 11(a)-(c), 16-18(e); (pp. 68-72; 137-138, 140-141, 143-144)
- *State and Local Politics*: Chapter 4 Case Studies (pp. 38-49)
 - “Tax Cuts and College Tuition, A Louisiana Story”
 - “Is Grandpa Bankrupting Your City? A Look at Debts and Liabilities”
 - “Isn’t That Their Job? How State Legislatures End Up Not Passing Budgets”

Week 10 – March 27, 2025

Essential Questions:

- What is the role of state government in education policy? How is the federal government involved in education policy how does it work with the states?
- In what ways do state government decisions impact early childhood and higher education?
- What are the differences across state governments in their approach to K-12 education policy? How are the approaches different between Missouri, Kansas, and Arkansas? What are the “hot button” items that K-12 education is dealing with currently?
- How do states determine policy regarding pre-K education and what impacts do those decisions have?
- How do states expand access to early childhood and higher education to create a system that is “equitable?”
- Why are state governments concerned with developing a viable education system? Apply the case study, “Tiebout Gets Schooled: The Indirect Benefits of Public Schools on Community Satisfaction” in Chapter 12 of *State and Local Politics* to this question.

Class Agenda:

- State & Local News Presentations and Discussion – Education Policy Specific
- Class Discussion: Essential Questions
- State Government Simulation: Education Policy

Reading Assignments:

- *Hamiltonia*: Chapter 10 (pp. 202-226)
- *Constitution of Missouri* – Article IX, Sections 1-10 (pp. 133-136)
- *State and Local Politics*: Chapter 4 Case Studies (pp. 38-49)
 - “Tiebout Gets Schooled: The Indirect Benefits of Public Schools on Community Satisfaction”

Week 11 – April 3, 2025

Essential Questions:

- How do states enact a criminal justice reform system?
- What is the role of each branch of government in the criminal justice reform system?
- What is the cash bail system and how is it used?
- How do state government policies in regard to the criminal justice system affect democracy? Should felons lose their right to vote? What are the benefits and drawbacks of both sides of that decision?
- What is the structure of the criminal justice system in Missouri? How does it compare to Arkansas and Kansas? How does the prison population in Missouri compare to neighboring states? What is the equity in the criminal justice system in comparison to other states?
- What programs does the Missouri Department of Corrections offer to support rehabilitation of those convicted for committing a crime? Should these programs be expanded or reduced? What are benefits and drawbacks of the system as it currently stands?

Class Agenda:

- State & Local News Presentations and Discussion – Criminal Justice Reform Specific
- Class Discussion: Essential Questions
- State Government Simulation: Criminal Justice Reform

Reading Assignments:

- *Hamiltonia*: Chapter 11 (pp. 227-247)
- *Missouri Department of Corrections*, “Division of Offender Rehabilitation Services” - <https://doc.mo.gov/divisions/rehabilitative-services>
- *Missouri Department of Corrections*, “Justice Reinvestment Initiative” - <https://doc.mo.gov/initiatives/justice-reinvestment-initiative>

Week 12 – April 10, 2025

Essential Questions:

- What is the role of state government in protecting the environment? How does this conflict with private interests? What are the benefits and drawbacks of government regulation regarding environmental protection policy?
- What is the government’s responsibility regarding the environmental health of its citizens?
- How do state policies on the environment spread across states? Apply the case study, “The Sprawliest Sprawl – Not Los Angeles?” in Chapter 12 of *State and Local Politics* to this question.
- What is the general approach to protection of the environment in Missouri? Who is responsible for policy making, regulation, and execution of the state’s environmental policy?

Class Agenda:

- Exam
- State & Local News Presentations and Discussion – Environmental Policy Specific
- Class Discussion: Essential Questions
- State Government Simulation: Environmental Policy

Reading Assignments:

- *Hamiltonia*: Chapter 12 (pp. 248-267)
- *State and Local Politics*: Chapter 12 Case Study (pp. 130-132)
 - “The Sprawliest Sprawl – Not Los Angeles?”
- *Missouri Department of Natural Resources*, “Air Pollution Control Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/air-pollution-control-program>
- *Missouri Department of Natural Resources*, “Environmental Remediation Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/environmental-remediation-program>
- *Missouri Department of Natural Resources*, “Environmental Services Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/environmental-services-program>
- *Missouri Department of Natural Resources*, “Financial Assistance Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/financial-assistance-center>
- *Missouri Department of Natural Resources*, “Waste Management Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/waste-management-program>
- *Missouri Department of Natural Resources*, “Water Protection Program” - <https://dnr.mo.gov/about-us/division-environmental-quality/water-protection-program>

Week 13 – April 17, 2025

Essential Questions:

- What are the differences in health policies and outcomes across states?
- What is the financial cost of state health care policies?
- How do state governments and the federal government work together to provide health services of the population? Health insurance?
- What is Medicaid and how does it vary across states? What are the differences between Medicaid expansion and non-Medicaid expansion states? What are the benefits and drawbacks to the expansion of Medicaid?
- What is the role of the state government in regard to public health?
- How have states responded to situations such as the opioid epidemic? Is it the role of the government to intervene in public health scenarios such as the opioid epidemic?
- What is the general approach to health care services provided the state government in Missouri? Who is responsible for policy making, regulation, and execution of the state's health care policy? What services does the state of Missouri offer regarding public health?

Class Agenda:

- State & Local News Presentations and Discussion – Health Care Policy Specific
- Class Discussion: Essential Questions
- State Government Simulation: Health Care Policy

Reading Assignments:

- *Hamiltonia*: Chapter 13 (pp. 268-291)
- *Constitution of Missouri* – Article IV, Section 36(c)-39 (pp. 79-80)
- *Missouri Department of Social Services* “Healthcare” - <https://mydss.mo.gov/healthcare>
- *HealthCare.gov*, “Health Insurance Rights and Protections” - <https://www.healthcare.gov/health-care-law-protections/rights-and-protections/>
- *National Library of Medicine*, “Missouri’s Public Health at a Glance” - <https://pmc.ncbi.nlm.nih.gov/articles/PMC9970341/>

Week 14 – April 24, 2025

Essential Questions:

- What is the role of media at the state and local levels of government? How has the role of media changed over time? How does the media both inform the public and hold elected officials accountable? Apply the case study, “Is the Internet a Tool or a Distraction for Increasing Political Participation?” in Chapter 5 of *State and Local Politics* to these questions.
- How has mass media changed over time in its influence? What impact has the growth of social media had on state and local government and political participation?
- What is the role of interest groups at the state and local levels of government? How do they impact public policy? What is the perception of interest groups from the perspective of the general population and politicians?
- What are the major media sources in Missouri? What are their political leanings? What impact can an endorsement from one of the major media outlets have on elections and public policy?
- What are the most significant interest groups in Missouri? What impact do they have on public policy?

Class Agenda:

- State & Local News Presentations and Discussion – Missouri Interest Group Specific
- Class Discussion: Essential Questions
- State Government Simulation: Reacting to Public Policy

Reading Assignments:

- *Hamiltonia*: Chapter 14 (pp. 292-306)
- *State and Local Politics*: Chapter 5 Case Studies (pp. 57-60)
 - “Is the Internet a Tool or Distraction for Increasing Political Participation?”

Week 15 – May 1, 2025

Essential Questions:

- How does state and local government impact the career (in line with your current college major)?
- What are the current issues in local government in the area? What topics are local governments dealing with currently?

Class Agenda:

- Hometown City Meeting Minutes Discussion – Each student should bring the meeting minutes and agenda for the city council meeting and county commission meeting for discussion in class
- Class Discussion: Essential Questions
- Potential State or Local Government Official Guest Speaker

Week 16 – FINAL EXAMINATION – May 8, 2025