The Hubert H. Humphrey School of Public Affairs  
University of Minnesota  
Fall 2015 -- PA 5990 Section 003  
Governing --- Minnesota Style

Thursdays 6:00 – 8:45 PM --- 155 Blegen Hall  
Sept. 17 – Oct. 8, Oct. 29 – Dec. 3

Instructor: Steven Sviggum  
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The Legislature in Action – From Medical Marijuana to Minimum Wage...  

From John Adams to Jessie Ventura

This course will examine the Minnesota lawmaking process and the dynamics that will drive its decisions this session and future sessions. The course will encompass both the classroom look at the public policy and the political choices and consequences of the law making process combined with a very significant State Capital practicum. Classes will be held at the “Humphrey School at Capitol” with combined lectures, interactive role plays and visits by leading decision-makers, media and lobbyists.

An academic classroom preparation that will equip students to understand and to operate within the legislative decision-making process is the goal of this class. The class will start with the beginning of our country, move through the Constitutions and Legislative Rules and parliamentary procedures, and focus on the policy choices facing our legislature in 2014.
The course requires attendance and participation, 2-3 page papers after each session, a bill draft, classroom presentation and significant practicum experience.

**COURSE OBJECTIVES:**

- Encourage students to appreciate and engage in the inevitable balancing of interests of individuals and those of the state.
- Develop an understanding of all roles and parties in the policy making process.
- Draft and follow specific legislation that could become law.
- Provide first hand experiences of historic legislative procedures, processes, and problems of the Minnesota Legislature.
- Explore the real world relationship between elected officials, lobbyists, special interests groups and the public.
- Develop the sense of balance that is necessary to be able to govern.
- Provide the tools to exercise effective leadership in elective office or the private and nonprofit sectors.
- Identify Constitutional restraints and freedoms in protecting individual rights.
- Enhance the interest in serving and working in areas of public service and policy.
- Provide students with self critical thinking to access consequences of choices made.

**COURSE REQUIREMENTS:**

As noted, the course will be conducted on a series emphasizing class participation, class discussion, guest presentations, readings, and student presentations. The course will make every attempt to “bring the class to the real world” of the legislative process and procedures.

**WRITTEN ASSIGNMENTS (20%)**

Four (4) written assignments will challenge the student to creatively think through a problem and provide a feasible answer and response. The assignments will challenge the student to fully examine what the public wants from its political leaders and what is feasible; to discover the values and options and consequences facing those that are in office and to recognize the balance between policy and political decisions.

**PERSONAL POLICY PROJECT (30%)**

This presentation will involve drafting of a bill, researching of the issue, and consideration of the strategy and process for passage.
FINAL EXAM (10%)  
Exam to be given on the last day of class --- HHH Center 35 (tentative)

PRACTICUM (40%)  
This is meant to be a significant practicum experience with a Minnesota elected or appointed (Commissioner) discussion-maker. The practicum expectation is for 10-12 hours per week involving research, analysis, lobbying, drafting and political and policy decisions and strategy.

REQUIRED READINGS:

The U.S. Constitution – on Moodle

The Minnesota Constitution – Moodle

The Law Within and The Law Without – provided by Instructor

2014-2015 Budget Documents – provided by Instructor

John Adams, by David McCullough

Getting to Yes, by William L. Ury and Roger Fisher

Master of the Senate, by Robert A. Caro

Common Ground, by Cal Thomas and Bob Beckel

Not Yours to Give, by Colonel David Crockett – on Moodle

Parliamentary Procedure Guidelines – on Moodle

House/Senate Rules – on Moodle (as Revisor of Statues)

UNIVERSITY of MINNESOTA POLICIES

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is
respected of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html](http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html).

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html))

If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the
University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html.

If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

**Grading and Transcripts:**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:
A  4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements

A-  3.667

B+  3.333

B  3.000 - Represents achievement that is significantly above the level necessary to meet course requirements

B-  2.667

C+  2.333

C  2.000 - Represents achievement that meets the course requirements in every respect

C-  1.667

D+  1.333

D  1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements

S  Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/Students/index.html.

Mental Health Services:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

CLASS SCHEDULES AND TOPICS

September 17, 2015

- Define the Ideal Society
- The Law Within and the Law Without
- Robert Fulghum’s “All I Needed to Know I Learned in Kindergarten”
- Five Questions of Introduction
- Expectation?

Class Goals:

- To introduce balanced decisions making
- Have clear expectations of class/practicum
- What I want from Government
- Can this class lead to a job!

Speaker: Matt Swenson, former HHH graduate, Governor Dayton’s Communications Director, or Ann Lindstrom, former HHH graduate and Minnesota League of Cities Government Relations Representative.

Reading Assignment for 2nd Class:

- The U.S. Constitution
- The Minnesota Constitution

Written Assignment for 2nd Class: Due on September 24, 2015

- 2-3 pages on: “My ideal society would look like……”

Optional but Recommended:

- University of St. Thomas School of Law presentation and panel, Kirk O. Hanson on “How Much Ethical Behavior Can We Expect from Our Government and Business Leaders?” Held Sept. 17, 4:30-6:00 pm, in the Schultz Grand Atrium. Register online.

September 24, 2015

- Constitutional Trivia
- Hamilton or Madison?
- The Case for 4 Constitutional Amendments

Class Goals:

- Students should be able to discuss the 2nd, 10th, 23rd, and other amendments.
- Students should be able to recognize the powers and restraints of our Constitution.
- Students should be able to understand how Federal and State constitutions can be amended.
- Students should be able to discuss the Constitutions of U.S. and Minnesota.

Guest Speaker: Mitch Pearlstein, CEO, Center of the American Experiment

Reading Assignment for 3rd class:
- John Adams, by David McCullough
- Not Yours to Give, by Colonel David Crockett – on Moodle

October 1, 2015

- Adams or Jefferson? -- Quizbowl of Quotes
- Federalist??

Class Goals:
- Students should be able to understand Col. David Crockett’s Dilemma.
- Students should be able to appreciate both Adams and Jefferson’s approach to government power.
- Students should be able to understand Federalist and anti-Federalist thoughts and understanding of government.
- Students should be able to recognize the need for 1787 Constitutional Convention.
- Students should be able to appreciate and recognize both liberal and conservative agendas, goals and consequences of policy decision making.
- Students should recognize leadership qualities.

Guest Speaker: Dane Smith, President, Growth and Justice

Reading Assignment for 4th Class:
- Master of the Senate, by Robert A. Caro

Written Assignment for 4th Class: Due October 8, 2015

- “If I could give campaign advice to Presidential Candidate (XXX), it would be this...”
October 8, 2015

- Parliamentary Procedure
- Process of Bill Becoming Law
- Caucus Simulations

Class Goals:

- Students should be able to diagram legislative bill process
- Students should be able to use parliamentary motions appropriately (Division of Question, Motion to Amend, Motion to Appeal, Ruling of the Chair, etc.)
- Students should be able to draft bill idea
- Students should be able to use Masons Rules

Reading Assignment for 5th Class

- February Forecast
- 2015 Budget Deal
- Minnesota Tax/Spend Charts

October 29, 2015

- 2015 Budget Deal
- Minnesota’s Tax/Spend Articles

Class Goals:

- Students should be able to understand budget forecast
- Students should be able to compare state’s tax/spend rates and consequences
- Students should be able to understand state budgeting process
- Students should be able to understand unallotment process

Guest Speaker: Chairman Jim Knoblach, House Ways and Means Chair

Reading Assignment for 6th Class:

- Don’t Even Go Near the Line
- House/Senate/Governor Transportation Policies
- Common Ground by Cal Thomas and Bob Beckel

Written Assignment for 6th Class: Due November 5, 2015
"I would have set the Minnesota General Fund Budget for 2016-2017 at ($) and here’s why…”

November 5, 2015

- Finding Common Ground (Transportation Funding)
- The Court and Justice System

Class Goals:

- Students should be able to simulate negotiation compromise
- Students should be able to find the Common Ground of House/Senate Transportation Bills
- Students should be able to identify the proper court for different cases
- Students should be able to argue Retention Constitutional Amendment for Judges

Guest Speaker: Justice David Lillehaug, Minnesota Supreme Court

Reading Assignment for 7th Class:

- House Rules
- Minnesota Campaign Finance

November 12, 2015

- Ethics
- Negotiations
- Lobbying

Class Goals:

- Students should be able to understand a BATNA
- Students should be able to recognize Conflicts of Interests
- Students should be able to recognize ethical pitfalls
- Students should be able to understand lobbying strategies

Guest Speaker: Christine Lenhetti Zimmer, Lobbyist, Winthrop and Weinstine

Reading Assignment for 8th Class

- Legislative and Constitutional Office Candidate Handbook
- Getting to Yes, by William L. Ury and Roger Fisher
Written Assignment for 8th Class: **Due November 19, 2015**
- “An ethical violation of the People’s Trust...and here’s why...”

**November 19, 2015**
- Role of the Media
- Finding Common Ground in Negotiations
  - **Final Exam**

Class Goals:
- Students should be able to present bill to other classmates
- Students should be able to recognize and respond to questions
- Students should be able to use proper bill drafting, parliamentary procedures and House Rules

Guest Speaker: Rachel Stassen-Berger, St. Paul Pioneer Press

Written Assignment for 9th Class: **Due December 3, 2015**
- Final Class Project – Bill draft – Strategy for Passage

**December 3, 2015**
- Class Personal Project Presentation

Class Goal:
- Students should be able to prepare, present, strategize, discuss and compromise a bill they are interested and passionate about making law.