

Prothro-Yeager College of Humanities and Social Sciences
Department of Political Science

POLS 1433 – AMERICAN GOVERNMENT II
SPRING 2023
Section 204, MW 2:00 - 3:20 pm

Instructor: Dr. Juheon Lee

Office: O'Donohoe Hall 203

Office Hours: Mon 3:30pm- 5pm; Tue 2pm-5pm; Wed 9am-12pm; and by appointment

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Course Description

This course will introduce students to the American political system with a brief survey of the political dynamics of the state of Texas. By the conclusion of this course, students will have a basic understanding of the key structural features of American politics including Congress, the presidency, the federal courts, civil liberties and rights, foreign policy, and public policy, and the main characteristics of Texas politics including Texas legislature, the governor and the executive branch, Texas courts, public finance and public policy. To do that, we will study historical evolution of the American political system and see how Texas state politics have developed in conjunction with the federal government. This course also provides students with opportunities to practice various analytical skills in a range of real-world cases. Classes will include lecture, debates, and presentations, which will help students stay up to date on current issues.

Course Objectives

By the completion of this course, students are expected to have achieved the following learning outcomes. They will be able to:

- identify the key structural features of the federal government including the legislative branch, the executive branch, and the Judicial branch.
- identify the key structural features of the three main branches of government in Texas
- explain the origins and evolution of the civil liberties in the Bill of Rights as they apply to the federal government and the states.
- describe how different groups have fought for and won protection of their civil rights.
- explain the important roles and structure of county government in Texas.
- Describe the key steps and concepts in the policy-making process and the major issues that have shaped major policies in Texas.

NOTE: The syllabus provides a general plan for the course, and changes may be necessary throughout the semester. Changes in the course syllabus, procedure, assignments, and schedule will be announced in class and posted on D2L.

Course Requirements

Completing ALL the readings and regular attendance will be required of all students. Active participation in discussions is critical for students to succeed in this course.

Assignment	Weight	Notes
Final exam	30%	Multiple Choice (via D2L)
Midterm exam	30%	Multiple Choice (via D2L)
Current event presentation	20%	Case studies & discussion leading
Movie reflection papers (2)	10%	Over 500 words each
Attendance and Participation	10%	Attendance & participation

- 1. Exams (Midterm: 30 points / Final: 30 points):** Each exam will consist of multiple-choice questions and some short answer questions. Questions will test your understanding of the key concepts of American and Texas politics that will be covered in class. For both exams, I will utilize the Respondus Lockdown Browser and Respondus Monitor. A study guide will be provided before the exams.
- 2. Current event presentation (20 points):** All students are required to sign up for a slide presentation (approximately 30 minutes) in the first week. The presentation should include an in-depth case study on a topical issue and some questions for class discussion. Students will decide his/her own presentation topic and notify the instructor by the end of the first week. An effective and interactive presentation will earn extra credits.
- 3. Movie reflections papers (10 points):** During the semester, we will watch 2 movies on American politics. Students should respond to each of them in a short reflection paper (more than 500 words). Your response must be critical and go beyond a summary or a description of those movies. Originality will be critical for your grade (similarity rate above 5% will be penalized). All papers should be submitted electronically via D2L.
- 4. Engagement with the course (10 points):** Your attendance and participation are vital to learning the material presented in this course. Over the course of the semester, 4 excused absences will be allowed for all students. More than 4 absences and unexcused absences will lower your final grade. The course can move the course online, either partially, or in full, in the event of a personal emergency that prohibits me from delivering the course fully in-person. More instructions will be given at that time.

Your final grade will be based on the quality of assignments listed above. It will be determined using the following percentage scale:

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69 – 60 F < 60

Desire-to-Learn (D2L)

All the material for this course will be located on the MSU D2L platform. Each student is expected to be familiar with this platform as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU homepage. If you experience any difficulties, please contact the IT technicians immediately and let me know your problems. **DO NOT WAIT UNTIL THE LAST MINUTE TO TAKE QUIZZES OR EXAMS.**

For your midterm and final examinations, I will utilize the Respondus Lockdown Browser and Respondus Monitor. In order to install these programs, you will need the following:

- **A desktop computer or laptop** other than a Chromebook. Chromebooks and mobile phones are NOT compatible with the Respondus Lockdown Browser and Monitor.
- **A working webcam on the computing device** used for the exam.
- **Microsoft Office or a compatible program** for written assignments. Access to Microsoft Office 365 is available through the Office 365 for Students on the Microsoft website.

On Academic Honesty

Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Student Disability Services

Any student having an education disability plan on file with the university needs to inform me within the first week of the class, so I make the appropriate arrangements to accommodate your situation. In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

Textbooks

1. Benjamin Ginsberg, Theodore Lowi, Margaret Weir, Caroline Tolbert, and Andrea Campbell. 2021. *We the People*. 13th Edition. New York: W.W. Norton & Company. ["*We the People*"]
2. Anthony Champagne, Edward Harpham, and Jason Casellas. 2021. *Governing Texas: An Introduction to Texas Politics*. 5th Edition. New York: W.W. Norton & Company. ["*Governing Texas*"]

Course Schedule

Module 1 (= Week 1) – Introduction & US Congress

Discussion Topics: (Why) is sociological representation important? Does it matter if the backgrounds of members of Congress reflect the population as a whole? Can members still represent their constituents effectively if they do not come from similar backgrounds? Would Congress work more effectively if it brought back earmarks? Why are earmarks so difficult to eliminate?

January 18

- Course Introduction
- *We the People*, Chapter 12
- Presentation sign-up

Module 2 – US Congress & Texas Legislature

Discussion Topics: What are the basic rules of the legislature in Texas? What are the advantages and disadvantages of a part-time or a full-time legislature? Are there issues in Texas that you think the legislature should address? How would you go about getting attention for those issues?

January 23

- *We the People*, Chapter 12
- Presentation sign-up

January 25

- *Governing Texas*, Chapter 7
- Presentation sign-up

Module 3 – The Presidency

Discussion Topics: What is the president's role in the legislative process? How might the anticipation of a veto affect the behavior of Congress? Why do you think all presidents have been men and all but one have been white? Why do you think so many presidents have come from the South and the East?

January 30

- *We the People*, Chapter 13
- **Student Presentation 1**

February 1

- *We the People*, Chapter 13
- **Student Presentation 2**

Module 4 – The Presidency and the Executive Branch of Texas

Discussion Topics: Compared with other large-population states, are the institutional powers of the Texas governor high or low? Would Texas government be more efficient and more responsive to public needs if it had a stronger governor? What enhancements in the powers of Texas governors would be most beneficial to the management of state government?

February 6

- *Governing Texas*, Chapter 8
- **Student Presentation 3**

February 8

- **Movie Watching:** “*Passing*” or “*Knock Down the House*” (Choose one)
- **A reflection paper should be submitted by February 12 (11:00 pm)**

Module 5 – The Federal Courts

Discussion Topics: Does racial, ethnic, and gender diversity of federal judges matter? What are the key components of democracy? What similarities and differences are there in the judicial appointments of the presidents? What is selective incorporation? What is its significance in American constitutional history?

February 13

- *We the People*, Chapter 15
- **Student Presentation 4**

February 15

- *We the People*, Chapter 15
- **Student Presentation 5**

Module 6 – The Judiciary of Texas

Discussion Topics: What are the advantages of nonpartisan elections to select judges? Which method of selection do you think is the best and why? Are there regional patterns in how judges are selected? Are there more or fewer minority judges in Texas than in the state population overall? What are some of the factors that might lead to an increase in the representation of minorities in the state’s courts?

February 20

- *Governing Texas*, Chapter 9
- **Student Presentation 6**

February 22

- *Governing Texas*, Chapter 9
- **Student Presentation 7**

Module 7 – Bureaucracy in Democracy

Discussion Topics: With 2 million people working for the executive branch, how can Congress and the president be sure that they are serving the public's interests? What is the impact of iron triangles on government services in the United States? Do the ties among agencies, congressional committees, and organized groups promote the efficient provision of government services?

February 27

- *We the People*, Chapter 14
- **Student Presentation 8**

March 1

- *We the People*, Chapter 14
- **Student Presentation 9**

Module 8 – Midterm Exam

March 6

- Exam Review

March 8

- Midterm exam (Online)
- Should be completed within the 24-hour window

Module 9 – Spring Break (March 13 – March 18)

Module 10 – Civil Liberties

Discussion Topics: The United States still uses the motto “In God We Trust” and calls itself “one nation, under God.” Do you think its reference to God is a violation of the separation of church and state? How do we determine what speech should be protected because it contributes to this exchange and what speech does not? Studies have shown that African Americans and Hispanics are more likely to be jailed than whites. Is this a violation of civil liberties?

March 20

- *We the People*, Chapter 4
- **Student Presentation 10**

March 22

- *We the People*, Chapter 4
- **Student Presentation 11**

Module 11 – Civil Rights

Discussion Topics: What were the consequences of “separate but equal” policy for southern society and for blacks’ civil rights? Should there be public efforts to encourage more female students to enter well-paid fields such as science and technology, or is that mainly a matter of individual choice? How much does each of these factors—education, political office, and income—say about gender equality in the United States?

March 27

- *We the People*, Chapter 5
- Student Presentation 12

March 29

- *We the People*, Chapter 5
- Student Presentation 13

Module 12 – Government and the Economy

Discussion Topics: Why does the unemployment rate matter for the economic health of the country? What other policies could the government implement? What does the American government do to ensure that the products American buy are safe? How does government spending hurt/help the economy? Why is the Federal Reserve so important to economic policy? What are some of the policies that can be used to address climate change?

April 3

- *We the People*, Chapter 16
- Student Presentation 14

April 5

- Holiday Break

Module 13 – Social Policy

Discussion Topics: What factors go into deciding who gets what from social policies? How do these choices reflect the viewpoints of politicians, interest groups, and various members of the public? Do the outcomes we see mirror or contradict American values of liberty and equality?

April 10

- Conference Participation (MPSA), no class

April 12

- **Movie on American Politics:** “American Factory” (Netflix)
- A reflection paper should be submitted by April 16 (11:00 pm)

Module 14 – Foreign Policy

Discussion Topics: Should the United States pay more attention to the human rights records of its trading partners, like China, or allies, like Saudi Arabia? What factors might help to determine the effectiveness of economic sanctions on North Korea? In what ways do US ideals affect the nation's foreign policies? Should foreign policies be guided by ideals or determined by national interests?

April 17

- *We the People*, Chapter 18
- **Student Presentation 15**

April 19

- *We the People*, Chapter 18
- **Student Presentation 16**

Module 15 – Local Government

Discussion Topics: Of these major Texas cities, which city council, which city council best reflects the racial/ethnic composition of its population? What are some of the characteristics of states with large numbers of local governments? Does the picture change when we factor in population? Which states have larger numbers of local governments per capita?

April 24

- *Governing Texas*, Chapter 10
- **Student Presentation 17**

April 26

- *Governing Texas*, Chapter 10
- **Student Presentation 18**

Module 16 – Public Finance and Public Policy in Texas

Discussion Topics: Which states have the highest income tax rates? What are the advantages and disadvantages to having no state income tax in Texas? Which group pays the highest percentage of its income in taxes in Texas? Are public schools in Texas still segregated? What should policy makers do? What are the stereotypes about people on welfare? Are these stereotypes accurate? What appears to be the relationship between state taxes and insurance rates in a state?

May 1

- *Governing Texas*, Chapter 11
- *Governing Texas*, Chapter 12
- **Student Presentation 19**

May 3

- Exam Review

Module 17 – Final Exam (Online, May 8)

- Should be completed within the 24-hour window