



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

POLS 1433 – AMERICAN GOVERNMENT II

Fall 2023

Section 104 MW 2:00 – 3:20 pm, PY200

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—such as Congress, the presidency, the federal courts, civil liberties and rights, foreign policy, and public policy—and Texas politics—such as Texas legislature, the governor and the executive branch, Texas courts, public finance and public policy. To do that, we will look at 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, discussions, 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*. 14th 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*. 6th 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?

August 28

- Course Introduction

August 30

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

Module 2 – 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?

September 4

- Labor Day – No Class

September 6

- *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?

September 11

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

September 13

- *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?

September 18

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

September 20

- **Movie Watching:** “*Passing*” or “*Knock Down the House*” (Choose one)
- **A reflection paper should be submitted by September 24 (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?

September 25

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

September 27

- *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?

October 2

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

October 4

- *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?

October 9

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

October 11

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

Module 8 – Midterm Exam

October 16

- Exam Review

October 18

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

Module 9 – 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?

October 23

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

October 25

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

Module 10 – 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 will-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?

October 30

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

November 1

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

Module 11 – 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?

November 6

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

November 8

- *We the People*, Chapter 16
- Student Presentation 15

Module 12 – 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?

November 13

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

November 15

- *We the People*, Chapter 18
- Student Presentation 17

Module 13 – Foreign Policy

November 20

- **Movie on American Politics: “American Factory” (Netflix)**
- **A reflection paper should be submitted by November 26 (11:00 pm)**

November 22

- **Thanksgiving Holiday (No class)**

Module 14 – 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?

November 27

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

November 29

- *Governing Texas*, Chapter 10
- **Student Presentation 19**

Module 15 – 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?

December 4

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

December 6

- Exam Review

Module 16 – Final Exam (Online, December 11)

- Should be completed within the 24-hour window

References

Champagne, Anthony and Edward J. Harpham. 2021. *Governing Texas*, 5th Edition. New York: WW Norton.

Ginsberg, Benjamin, Theodore Lowi, Margaret Weir, Caroline Tolbert, and Andrea Campbell. 2021. *We the People*. 13th Edition. New York: WW Norton.

Lowi, Theodore J, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2021. *American Government: Power and Purpose*. 16th Edition. New York: WW Norton.

Matto, Elizabeth C et al. Eds. *Teaching Civic Engagement Across the Disciplines*. 2017. American Political Science Association.

McCartney, Alison Rios Millett, Elizabeth A Bennion and Dick Simpson. Eds. *Teaching Civic Engagement: From Student to Active Citizen*, 2013. American Political Science Association.

More resources available at APSAEducate. The American Political Science Association.
<educate.apsanet.org>

Social Studies Certification Standards/Competencies List

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the key structural features of the US federal government, including the legislative branch, executive branch, and judiciary.	<p>Grades 4-8 Competency 001 (A, B) Grades 4-8 Competency 001 (Q) 4-8 Competency 004 (C, H, L,M)</p> <p>Grades 7-12, Domain II (Standard IV), Competency 009 (D)</p> <p>Grades 7-12, Domain III (Standard IV) Competency 012 (B, C)</p> <p>Grades 7-12, Domain V: Government and Citizenship (Standard VII-VIII), Standard VII, Competency 017 (B, C, D,E, G)</p> <p>Grades 7-12, Domain V: Government and Citizenship, Standard VII, Competency 018 (A, B,C, E, G)</p>	<p>Unit 1 Assessment: Exam 1 Unit 3 Assessment: Exam 2 Unit 5 Assessment: Exam 3</p>
Understand the key structural features of the Texas state government, including the Texas legislature, executive branch, and judiciary.	<p>Grades 4-8: Competency 004 (C, D, I, K, M)</p> <p>Grades 7-12, Domain III (Standard IV), Competency 012 (C)</p> <p>Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (I)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (A, B, C, G)</p>	<p>Unit 2 Assessment: Exam 1 Unit 4 Assessment: Exam 2 Unit 6 Assessment: Exam 3 Unit 12 Assessment: Final Exam</p>
Understand the civil liberties and describe the origin of the Bill of Rights and how those rights came to apply to the states.	<p>Grades 4-8, Domain 1 (Standards IV-X), Competency 004 (N)</p> <p>Grades 7-12 Domain V (Standard VII-VIII), Standard VII, Competency 017 (A, H)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (G)</p>	<p>Unit 7 Assessment: Exam 3</p>
Understand civil rights and describe how different groups have	<p>Grades 4-8, Domain 1 (Standards IV-X), Competency 001 (P, Q)</p>	<p>Unit 8 Assessment: Final Exam</p>

<p>fought for and won protections for their rights.</p>	<p>Grades 4-9, Domain 1 (Standards IV-X), Competency 004 (G, J)</p> <p>Grades 7-12, Domain II (Standard IV), Competency 009 (A, D, E, F)</p> <p>Grades 7-12, Domain III (Standard IV), Competency 012 (A)</p> <p>Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B)</p> <p>Grades 7-12, Domain V (Standard VII-VIII), Standard VII, 017 (E, G, H)</p> <p>Grades 7-12, Domain V (Standards VII-VIII), Standard VIII, Competency 018 (E, F)</p>	
<p>Understand the steps and concepts to engage in political participation policy-making at the local, state and national level.</p>	<p>Grades 4-8, Domain I (Standards IV-X), Competency 004 (B, C, G, H, K)000</p> <p>Grades 7-12, Domain II (Standard IV), Competency 009 (A, E)</p> <p>Grades 7-12, Domain V (Standard VII and VIII), Standard VII, Competency 017 (I)</p> <p>Grades 7-12, Domain V (Standards VII-VIII), Standard, VIII, Competency 018 (C)</p> <p>Grades 7-12, Domain VI (Standards VI, X), Standard VI, Competency 021 (B, E, F)</p>	<p>Unit 9 Unit 10 Unit 11 Unit 12 Unit 13 Assessment: Final Exam</p>
<p>Think critically about policy-making in American and Texas politics and engage in meaningful civic participation.</p>	<p>Grades 4-8 Competency 004 (B, K)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (C, G)</p>	<p>Civic Engagement Project Project Presentation</p>

Grades 4-8 Social Studies Certification:

Domain 1: Social Studies Content (Standards IV-X)

Competency 001 (History)- The teacher understands and applies knowledge of significant historical events and developments, multiple historical interpretations and ideas and relationships between the past, the present and the future, as defined by the Texas Essential Knowledge and Skills (TEKS).

- A. Understands traditional historical points of reference in the history of Texas, the United States and the world.
- B. Analyzes how individuals, events, and issues shaped the history of Texas, the United States and the world.
- P. Demonstrates knowledge of major U.S. and Texas reform movements of the nineteenth and twentieth centuries (e.g., abolition movement, women suffrage movement, temperance movement, Civil Rights movement, agrarian groups, labor unions, James L. Farmer, Jr., Jane Addams, Hector Pérez García, Oveta Culp Hobby, the League of United Latin American Citizens (LULAC), the evangelical movement).
- Q. Understands important issues, events and individuals of the twentieth and twenty-first centuries that shaped the role of Texas in the United States and the world (e.g., Great Depression, First and Second World Wars, Civil Rights movement, Lyndon B. Johnson, emergence of a two-party system, political and economic controversies, immigration, migration).

Competency 004 (Government and Citizenship)- The teacher understands and applies knowledge of government, democracy and citizenship, including ways in which individuals and groups achieve their goals through political systems, as defined by the Texas Essential Knowledge and Skills (TEKS).

- B. Understands the purpose of rules and laws; the relationship between rules, rights and responsibilities; and the individual's role in making and enforcing rules and ensuring the welfare of society.
- C. Knows the basic structure and functions of the U.S. government, the Texas government and local governments (including the roles of public officials) and relationships among national, state and local governments.
- G. Demonstrates knowledge of how state and local governments use sources of revenue such as property tax and sales tax, and the funding of Texas public education.
- H. Demonstrates knowledge of types of government (e.g., constitutional, totalitarian), and their effectiveness in meeting citizens' needs and the reasons for limiting the power of government.
- I. Knows the formal and informal process of changing the U.S. and Texas constitutions and the impact of changes on society.
- J. Understands the impact of landmark Supreme Court cases (e.g., *Marbury v. Madison*, *Dred Scott v. Sandford*, *McCulloch v. Maryland*, *Gibbons v. Ogden*).
- K. Understands components of the democratic process (e.g., voting, contacting local and state representatives, voluntary individual participation, effective leadership, expression of different points of view) and their significance in a democratic society.
- M. Demonstrates knowledge of the importance, accomplishments and leadership qualities of United States and Texas leaders (e.g., Presidents Washington, Adams, Jefferson, Madison, Monroe, Lincoln; U.S. senators Calhoun, Webster, Clay; Texas governors and local Texas representatives).

- N. Analyzes the relationship among individual rights, responsibilities and freedoms in democratic societies.

Grades 7-12 Social Studies Certification

Domain II: US History (Standard IV)

Competency 009-(Political, Economic and Social Developments from 1877 to the Present): The teacher understands significant political, economic and social developments in the United States from 1877 to the present.

- A. Understands political, economic and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- D. Demonstrates knowledge of significant individuals who shaped political, economic and social developments in the United States from 1877 to the present (e.g., Jane Addams, Henry Ford, Franklin D. Roosevelt, Martin Luther King, Jr., Cesar Chavez, Betty Friedan, Malcolm X).
- E. Demonstrates knowledge of events and issues that shaped political, economic and social developments in the United States from 1877 to the present (e.g., ratification of the Nineteenth Amendment, Great Depression, passage of the GI Bill, passage of the Civil Rights Act of 1964, urbanization, anti-trust legislation, immigration restriction, globalization, terrorism).
- F. Analyzes the impact of civil rights movements in the United States, including the African American, Hispanic, American Indian and women's rights movements.

Domain III: Texas History (Standard IV)

Competency 012- (Texas in the Twentieth and Twenty-first Centuries): The teacher understands significant historical developments and events in Texas from 1900 to the present.

- A. Understands the impact of individuals and reform movements such as the Progressive movement and the Civil Rights movement on Texas in the late nineteenth and twentieth centuries (e.g., Jane McCallum, Lulu Belle Madison White, Manuel C. Gonzales, Oveta Culp Hobby, James Hogg, Hector Garcia).
- B. Understands the political, economic, cultural and social impacts of major events in the twentieth century, including World War I, the Great Depression, World War II and the Cold War on the history of Texas.
- C. Understands the political, economic and social impact of major events and individuals in the latter half of the twentieth and early twenty-first centuries on the history of Texas (e.g., Kay Bailey Hutchison, Barbara Jordan, Eddie Bernice Johnson, Henry B. Gonzalez, Lyndon B. Johnson, James Farmer, George Walker Bush, Craig Anthony Washington, immigration, Rust Belt to Sun Belt migration).

Domain IV: Geography, Culture, and the Behavioral and Social Sciences (Standard V and IX)

Competency 016- (Sociological, Anthropological and Psychological Concepts and Processes): The teacher applies sociological, anthropological and psychological concepts and processes to understand cultural formation and change, intergroup relations and individual development.

B. Understands the evolving nature of race and gender relations in the United States and knows how people from various racial, ethnic and religious groups have adapted to and modified life in the United States and contributed to a national identity.

Domain V: Government and Citizenship (Standard VII-VIII)

Standard VII Competency 017- (Democratic Principles and Government in the United States): The teacher understands the principles of democratic government and the structure and functioning of government in the United States.

- A. Analyzes the beliefs and principles reflected in the U.S. Constitution (e.g., republicanism, checks and balances, federalism, separation of powers, separation of church and state, popular sovereignty, individual rights) and other important historical documents (e.g., Declaration of Independence, Federalist Papers, English Bill of Rights).
- B. Demonstrates knowledge of the structure and functions of the government created by the U.S. Constitution (e.g., bicameral structure of Congress, role of congressional committees, constitutional powers of the president, role of the Cabinet and independent executive agencies, functions of the federal court system).
- C. Understands the processes by which the U.S. Constitution can be changed.
- D. Knows procedures for enacting laws in the United States.
- E. Analyzes changes in the role of the U.S. government over time (e.g., civil rights, New Deal legislation, wartime policies).
- F. Understands changing relationships among the three branches of the federal government (e.g., Franklin D. Roosevelt's attempt to increase the number of U.S. Supreme Court justices, War Powers Act, judicial review).
- G. Demonstrates knowledge of the impact of Constitutional amendments on U.S. society (e.g., Thirteenth, Fourteenth, Fifteenth, Seventeenth, Nineteenth, Twenty-fourth and Twenty-sixth amendments).
- H. Analyzes the interpretations and impact of landmark Supreme Court decisions on U.S. society (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Cherokee Nation v. Georgia*, *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Schenck v. U.S.*, *Brown v. Board of Education of Topeka, Kansas*, *Engel v. Vitale*, *Miranda v. Arizona*, *Roe v. Wade*, *Regents of the University of California v. Bakke*).
- I. Demonstrates knowledge of the structure and functions of Texas state government and local governments.

Standard VIII Competency 018- (Citizenship and Political Processes in the United States): The teacher understands political processes in the United States and the rights and responsibilities of U.S. citizens.

- A. Understands the historical and contemporary roles played by political parties, interest groups and the media in the U.S. political system.

- B. Demonstrates knowledge of processes for filling elective and appointive public offices (e.g., primary system, electoral college).
- C. Demonstrates knowledge of processes for making policy in the United States, the impact of technology on the political process and ways in which different points of view influence decision making and the development of public policy at the local, state and national levels.
- D. Understands rights guaranteed by the U.S. Constitution, including each amendment in the Bill of Rights, (e.g., due process, equal protection) and their role in protecting individual liberties.
- E. Demonstrates knowledge of efforts to expand the democratic process in the United States and understands the contributions of significant political and social leaders (e.g., George Washington, John Marshall, Frederick Douglass, Elizabeth Cady Stanton, Franklin D. Roosevelt, Martin Luther King, Jr.).
- F. Demonstrates knowledge of the causes and effects of major reform movements in U.S. history (e.g., abolitionist movement, public education, temperance, women’s rights, prison reform, civil rights movement).
- G. Understands civic responsibilities (e.g., jury duty), the difference between personal and civic responsibilities and the importance of voluntary individual participation in the U.S. political process.

Domain VI: Economics and Science, Technology, and Society (Standard VI, X)

Standard VI Competency 021- (Structure and Operation of the U.S. Free Enterprise System): The teacher understands the structure and operation of the U.S. free enterprise system; the role of government, business, consumers and labor in the system; and basic concepts of consumer economics.

- B. Analyzes issues and developments related to U.S. economic growth from the 1870s to the present (e.g., anti-trust acts; tariff policies; The New Deal; economic effects of World War I, World War II and the Cold War; increased globalization of the economy).
- E. Analyzes the role of government in the U.S. free enterprise system (e.g., significance of government rules and regulations, impact of fiscal and monetary policy decisions, role and function of the Federal Reserve System, relationship between government policies and international trade)
- F. Demonstrates knowledge of the goals of economic growth, stability, full employment, freedom, security, equity and efficiency as they apply to U.S. economic policy.