



Course Syllabus: American & Texas Government I

College of Humanities and Social Sciences

POLS 1333 Section 204

Spring 2026, Monday & Wednesday 2pm-2:30pm

Contact Information

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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 components of American and Texas governments, such as political culture, the constitution, federalism, election, political parties, interest groups, and the media. To do that, we will discuss historical evolution of the American government 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. The course will include lecture, debates, and presentations, which will help students stay up to date on current issues.

Textbook & Instructional Materials

- Benjamin Ginsberg, Caroline Tolbert, Andrea Campbell, and Megan Francis. 2024. *We the People*. 15th Edition. New York: W.W. Norton & Company.
- Anthony Champagne, Edward Harpham, and Jason Casellas. 2024. *Governing Texas: An Introduction to Texas Politics*. 7th Edition. New York: W.W. Norton & Company.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

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.

Table 1: Points allocated to each assignment

Assignments	Points
Engagement (Attendance & Participation)	10
Current Event Presentation	20
Movie Reflection Papers (5 points x 2)	10
Midterm Exam	30
Final Exam	30
Total Points	100

Table 2: Total points for final grade.

Grade	Total Points
A	90 and above
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Course Engagement (10%)

Your attendance and participation are vital to learning the material presented in this course. You will be expected to come to class prepared to engage thoughtfully, listen attentively, and interact with your peers respectfully. If you cannot come to class, contact me via email and provide details about your situation at your earliest convenience for your absence to be excused. Over the course of the semester, 4 absences will be excused for all students. More than 4 absences and unexcused absences will lower your final grade.

Current Event Presentation (20%)

All students are required to sign up for a slide presentation in the first week. The 30-minute presentation should include an in-depth case study on a topical political issue and some questions for class discussion. Each student/team will decide a presentation topic and notify the instructor by the end of the first week. An effective and interactive presentation will earn extra credits.

Movie Reflection Papers (10%)

During the semester, we will watch 2 movies on American politics. You will be expected to respond to each of the movies in a short reflection paper (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 (AI assistance or similarity rate above 5% will be penalized). All papers should be submitted electronically via D2L.

Mid-Term Exam (30%)

The 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 governments covered in class. We will utilize the Respondus Lockdown Browser and Respondus Monitor. A study guide will be provided a week before the exam.

Final Exam (30%)

The exam will cover the chapters discussed AFTER the midterm exam. We will utilize the Respondus Lockdown Browser and Respondus Monitor. A study guide will be provided a week before the exam.

Extra Credit

There will be no assignment or activity for extra credit. However, when I determine your semester grade at the end of the semester, I may raise grades for students who have actively participated and contributed to class discussions throughout the semester.

Late Work

Late assignments will be accepted with a grade reduction.

Important Dates

- Last day for term schedule changes: Check date on [Academic Calendar](#).
- Deadline to file for graduation: Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program 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 difficulties, please contact the technicians listed for the program or contact your instructor.

MSU Attendance Policy

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

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 Student Wellness Center, (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](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule (next page)

Course Schedule

Week 1 – Americans and Their Political Values

Discussion topics: Why is government needed? What do Americans think about government? How has the social composition of the American population changed over time? Is the American Constitution a model for the world?

January 21

- Introduction to the course
- *We the People*, Chapter 1
- *Governing Texas*, Chapter 1
- *Presentation sign-up

Week 2 – The Founding and the Constitution

Discussion topics: What does government do and why does it matter? Why are taxes always controversial? Why has the Constitution changed over time?

January 26

- *We the People*, Chapter 2
- *Presentation sign-up

January 28

- *We the People*, Chapter 2
- *Presentation sign-up deadline

Week 3 – Federalism

Discussion topics: Which level of government has had the most influence over citizens' lives? How have Supreme Court decisions affected the balance of power between the federal government and the states?

February 2

- *We the People*, Chapter 3
- *Student presentation 1

February 4

- *We the People*, Chapter 3
- *Student presentation 2

Week 4 – The Texas Constitution

Discussion topics: Why does the Texas Constitution matter? What are the main functions of state constitutions? What are the major provisions of the Texas Constitution? (Why) do we need to change it?

February 9

- *Governing Texas*, Chapter 2
- *Student presentation 3

February 11

- *Movie Watching (Choose 1): "Loving," "Hillbilly Elegy," or "The Long Game"*
- *A reflection paper should be submitted by February 15 (11:59 pm)

Week 5 – Texas in the Federal System

Discussion topics: Why and how does federalism matter to Texas? Why do certain states receive more funding than others at different time periods? Should the federal government be allowed to impose unfunded mandates on the states?

February 16

- *Governing Texas*, Chapter 3
- *Student presentation 4

February 18

- *Governing Texas*, Chapter 3
- *Student presentation 5

Week 6 – Political Participation and Voting

Discussion topics: Why did the US government deny participation to so many for so long? What forces influenced the expansion of voting rights? Why are upper-income Americans more likely to be voters than lower-income Americans?

February 23

- *We the People*, Chapter 8
- *Student presentation 6

February 25

- *We the People*, Chapter 8
- *Student presentation 7

Week 7 – Midterm Exam Week

March 2

- *Student presentation 8
- Study guide and review

March 4

- *Online exam should be completed within the 24-hour window (March 4, 9:00 AM – March 5, 9:00 AM)

Week 8 – Spring Break

March 9 – March 15 (No class)

Week 9 – Political Parties

Discussion topics: What rules governing the American electoral process promote a two-party system? How do parties attract the popular support they need to win elections? Would people be more or less inclined to participate in politics if politicians did not identify with particular parties?

March 16

- *We the People*, Chapter 9
- *Student presentation 9

March 18

- *We the People*, Chapter 9
- *Student presentation 10

Week 10 – Campaigns and Elections

Discussion topics: How do district boundaries affect elections for the U.S. House and state legislatures? Is it fair that relatively small states, such as Iowa and New Hampshire have outsized influence in picking presidents? Do American political campaigns help voters make a decision?

March 23

- *We the People*, Chapter 10
- *Student presentation 11

March 25

- *We the People*, Chapter 10
- *Student presentation 12

Week 11 – Campaigns and Elections in Texas

Discussion topics: How do the rules for voting affect turnout among different groups of Texans? Why voter participation in Texas is the lowest in the nation? What can we do to increase voter participation in the short term? In the long term?

March 30

- *Governing Texas*, Chapter 5
- *Student presentation 13

April 1

- Holiday break (No class)

Week 12 – Groups and Interests

Discussion topics: What are the major types of interest groups and whom do they represent? How do interest groups and social groups organize? Why do the number of interest and advocacy groups have grown in recent decades?

April 6

- *We the People*, Chapter 11
- *Student presentation 14

April 8

- *We the People*, Chapter 11
- *Student presentation 15

Week 13 – Interest Groups and Lobbying in Texas

Discussion topics: What are the major types of interest groups in Texas and how do they influence Texas government? How do ordinary individuals influence Texas government?

April 13

- *Governing Texas*, Chapter 6
- *Student presentation 16

April 15

- *Governing Texas*, Chapter 6
- *Student presentation 17

Week 14 – Public Opinion (No meetings)

April 20 & April 22

- Instructor's Conference Attendance
- Movie watching (Choose 1): "13th," "Passing," "On the Basis of Sex"
- *A reflection paper should be submitted by April 26 (11:59pm)

Week 15 - Public Opinion

Discussion topics: Why does the media focus on issues on which public opinion is sharply divided while there are in fact many issues on which Americans largely agree? Do liberals live in areas with other liberals and conservatives live in areas with other conservatives? What are the political consequences of geographic sorting?

April 27

- *We the People*, Chapter 6
- *Student presentation 18

April 29

- *We the People*, Chapter 6
- *Student presentation 19

Week 16 – The Media and Political Information

Discussion topics: In recent years, a number of major media corporations have acquired numerous newspapers and television stations. Is media concentration a serious problem? Are there differences between how younger adults and older adults get their news?

May 4

- *We the People*, Chapter 7
- *Student presentation 20

May 6

- Study guide and review

Week 17 – Final Exam

May 11

- *Online exam should be completed within the 24-hour window (May 11, 9:00 AM – May 12, 9:00 AM)

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.	Grades 4-8 Competency 001 (A, B) Grades 4-8 Competency 001 (Q) 4-8 Competency 004 (C, H, L,M) Grades 7-12, Domain II (Standard IV), Competency 009 (D) Grades 7-12, Domain III (Standard IV) Competency 012 (B, C) Grades 7-12, Domain V: Government and Citizenship (Standard VII-VIII), Standard VII, Competency 017 (B, C, D,E, G) Grades 7-12, Domain V: Government and Citizenship, Standard VII, Competency 018 (A, B,C, E, G)	• Unit 1 ◦ Assessment: Exam 1 • Unit 3 ◦ Assessment: Exam 2 • Unit 5 ◦ Assessment: Exam 3
Understand the key structural features of the Texas state government, including the Texas legislature, executive branch, and judiciary.	Grades 4-8: Competency 004 (C, D, I, K, M) Grades 7-12, Domain III (Standard IV), Competency 012 (C) Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (I) Grades 7-12, Domain V (Standard VIII) Competency 018 (A, B, C, G)	Unit 2 Assessment: Exam 1 Unit 4 Assessment: Exam 2 Unit 6 Assessment: Exam 3 Unit 12 Assessment: Final Exam

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the civil liberties and describe the origin of the Bill of Rights and how those rights came to apply to the states.	Grades 4-8, Domain 1 (Standards IV-X), Competency 004 (N) Grades 7-12 Domain V (Standard VII-VIII), Standard VII, Competency 017 (A, H) Grades 7-12, Domain V (Standard VIII) Competency 018 (G)	Unit 7 Assessment: Exam 3
Understand civil rights and describe how different groups have fought for and won protections for their rights.	Grades 4-8, Domain 1 (Standards IV-X), Competency 001 (P, Q) Grades 4-9, Domain 1 (Standards IV-X), Competency 004 (G, J) Grades 7-12, Domain II (Standard IV), Competency 009 (A, D, E, F) Grades 7-12, Domain III (Standard IV), Competency 012 (A) Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B) Grades 7-12, Domain V (Standard VII-VIII), Standard VII, 017 (E, G, H) Grades 7-12, Domain V (Standards VII-VIII), Standard VIII, Competency 018 (E, F)	Unit 8 Assessment: Final Exam

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the steps and concepts to engage in political participation policy-making at the local, state and national level.	Grades 4-8, Domain I (Standards IV-X), Competency 004 (B, C, G, H, K)000 Grades 7-12, Domain II (Standard IV), Competency 009 (A, E) Grades 7-12, Domain V (Standard VII and VIII), Standard VII, Competency 017 (I) Grades 7-12, Domain V (Standards VII-VIII), Standard, VIII, Competency 018 (C) Grades 7-12, Domain VI (Standards VI, X), Standard VI, Competency 021 (B, E, F)	Unit 9 Unit 10 Unit 11 Unit 12 Unit 13 Assessment: Final Exam
Think critically about policy-making in American and Texas politics and engage in meaningful civic participation.	Grades 4-8 Competency 004 (B, K) Grades 7-12, Domain V (Standard VIII) Competency 018 (C, G)	Civic Engagement Project Project Presentation

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).

- B. 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).
- C. 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).
- D. 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.

- A. 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.

- A. 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).
- B. 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)
- C. Demonstrates knowledge of the goals of economic growth, stability, full employment, freedom, security, equity and efficiency as they apply to U.S. economic policy.