



**Course Syllabus: American and Texas Government II**  
**POLS1433 Section 102/151**  
**Fall 2023 MWF 10-10:50am**  
**PY200**

**Contact Information**

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**Course Description**

This course introduces students to the political system of the United States and the state of Texas. In this course we will study the institutions of American government including the three branches of government at the federal and state level; government and the economy, social and foreign policy; and civil liberties and rights.

**Texas Core Objectives:** This course will support the development of the following state mandated core learning objectives: Critical Thinking, Communication Skills, Social Responsibility, and Personal Responsibility.

**Course Modality Statement:** This course has been planned as a **face-to-face course** for Fall 2023. The class will meet in its regularly scheduled room all of the scheduled days.

In D2L the syllabus, course procedures, course schedule, and the grade book will be posted along with any other pertinent information. The student should regularly check D2L and their D2L associated email for important course information.

**Textbook & Instructional Materials**

Benjamin Ginsberg, Benjamin, Margaret Weir, Theodore Lowi and Caroline Tolbert. 2023. *We the People*. 14th Edition. New York: W.W. Norton & Sons. Ebook

Champagne, Anthony, and Edward Harpham. 2023. *Governing Texas: An Introduction to Texas Politics* 6th Edition. New York: W.W. Norton & Sons.

## Ebook

The two text books costs were included with the student's tuition and can be accessed utilizing the links in D2L. If the student has already purchased the ebook or a hard copy then you will need to notify the bookstore by the opt-out date to receive a refund to your account.

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given).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

### **Grading**

Course Grade: The student's grade will be based on 4 exams (exam 1, exam 2, exam 3, and a final), student attendance, and a core assessment/paper. For the point distribution, see Table 1. Note: The instructor will only discuss a student's grades during office hours in the office. Grades will not be discussed via email, phone, or in any other location where confidentiality cannot be assured. All grades will be recorded in D2L.

**Table 1: Points allocated to each assignment**

<b>Assignments</b>	<b>Points</b>
Exam 1	20
Exam 2	20
Exam 3	20
Final Exam	20
Attendance	5
Core Assessment/Paper	15
<b>Total</b>	<b>100</b>

**Table 2: Total points for final grade.**

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

## **Attendance**

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.

**Authorized Absences:** Students with written approval for absences due to required participation in university-sponsored activities must present a signed letter or memo to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences.

Academically-related activities (class field trips, attendance at conferences, etc.) which result in absences do not qualify as university-sponsored activities. Excused absences for these activities are given at the discretion of the instructor.

It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Material from missed lectures (i.e., slides or notes) will only be provided to those students with a university approved absence or other extra-ordinary circumstance. These instances will be judged on a case-by-case basis by the instructor and in no way does it obligate the instructor to provide any material to students who miss excessive classes.

**Procedures for Authorized Absences:** For personal emergencies such as hospitalization or family emergency, or a prolonged absence, a student should notify **the Office of Student Rights and Responsibilities**.

For a student's absence(s) due to illness to be excused, the student must present documentation from either from their clinic, doctor, or the Office of Student Rights and Responsibilities.

**Grading of Attendance:** A student who has 6 unexcused absences during the entire semester will not receive any attendance points. Those students who have 6 unexcused consecutive absences will be **dropped** from the course.

**Recording of Attendance:** Attendance will be taken during each class manually either by a roll call or a signed attendance sheet. Attendance will not be recorded in D2L nor will the instructor respond to inquiries on the student's attendance numbers, that is the student's responsibility to keep up with how many classes they have missed.

## **Exams**

**Exam Policies:** There will be four required examinations: exams 1, 2, 3, and a final. The scheduled examination dates are posted in the calendar section and these are not subject to change. All of the exams will be given in person.

**Late:** If you arrive late for an exam, you will not be given extra time to take the exam or any other accommodation.

**Exam Make-Ups:** If a student fails to notify the instructor and provide an **adequate** reason for missing the exam within 48 hours of the exam (before or after), the student will receive a **ZERO** for that grade.

If a student does have a sufficient reason for missing the exam, the make-up exam must be completed within 7 days of the regularly scheduled exam date or 7 days upon their returning to school. After the first 7 days, the student can still take the make-up exam, however, they will lose 10 points for each week that has passed since the original exam date.

The student must contact the instructor to schedule a specific date and time for the exam during office hours. Scheduling the make-up exam is the student's responsibility, not the instructors.

**IMPORTANT:** Any student who misses the first exam, has no university approved excuse, and who does not schedule or take the make-up the exam within the required period will be **dropped** from the class.

**Final Exam:** Any student who misses the final exam and has a legitimate excuse will receive a grade of 'Incomplete' and will have to take the make-up exam within 30 days of the beginning of the next semester or else the grade will be changed to reflect the student's grade without the final.

**Taking Exams Early:** Only under extraordinary circumstances will a student be allowed to take an exam, including the final, early. Only university approved excuses (i.e., death in the family, illness, etc.) will be considered for taking an exam early. Plane tickets or summer vacation plans are not a legitimate reason. You must request to take an exam early **IN WRITING** well before the date of the exam and approval is solely at the discretion of the instructor.

### **Exams 1, 2, & 3**

Exams 1, 2, & 3 will be worth 20 points each and they will be administered in person in the assigned classroom. They will consist of multiple-choice questions and the student will have 50 minutes to complete the exam on the specified date and time (See the course schedule).

### **Final Exam**

The Final exam will be worth 20 points and it will be held on December 13<sup>th</sup> from 10:30am to 12:30pm and it will be **administered in person** in the assigned classroom. It will consist of multiple-choice questions and the student will have 2 hours to complete the exam.

## ***Core Assessment***

There is one core assessment/paper assignment given during the semester. Instructions for this assignment will be posted in D2L and will be discussed in class.

## ***Extra Credit***

There is **NO EXTRA-CREDIT** for this class.

## ***Late Work***

Late work will **NOT** be accepted.

## **Important Dates**

Deadline for December graduates to file for graduation: Sept 25th  
Last Day to drop with a grade of "W:" October 30<sup>th</sup>

## **Technology Requirement & 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.

***If necessary***, exams will utilize the Respondus Lockdown Browser and Respondus Monitor for testing. In order to utilize these programs, you will need to note the following:

- Chromebooks are not compatible with the Respondus Lockdown Browser and Monitor;
- Apple iPads may be used for quizzes and exams, but these are not advised for any assignment with a written component;
- Mobile phones and similar devices are not compatible with the required programs;
- A working webcam on the computing device is needed for all exams and quizzes.

Please note: a limited number of webcams and laptops with cameras are available for check-out through the MSU Texas Moffett Library.

## **Instructor Class Policies**

**Readings:** The assigned chapters serve as a foundation for the lectures and the following classroom discussions and they should be read before the topic is taken up in class. Students who do not read the assigned chapter before the lecture will not be prepared to discuss the concepts covered in the chapter nor will they will they be prepared to ask any questions that the readings raised.

Not all of the material from the chapters will be discussed in the lecture, however, the student is accountable for all of the assigned information.

**Participation:** Students should feel free to raise questions concerning the readings, the instructor's lecture, the comments of other students, or current political events. Participation in the class discussions helps to bridge the gap between the readings, real world events, and adds the student's diverse perspectives to the classroom experience. It is important to note that in the discussion of political ideas and concepts, positions can be challenged and debated; however, this must be done in a respectful manner.

All students will accord the instructor and their fellow students with all due respect. Rude and abusive behavior will not be tolerated and will result in dismissal from the class.

**Cellphones** are a distraction from the learning process and their usage during class is frowned upon. They should be turned off in the classroom except where prior arrangements have been made with the instructor due to family or other emergency issues. All phones must be out of sight during exams or quizzes and any student caught looking at their phone while taking an exam or quiz will receive a **ZERO**.

Other items and/or actions that are not allowed during the class include listening to headphones or ear buds, eating, sleeping, and watching YouTube videos on their laptop.

There should be no talking during the lecture or while another student is answering a question or sharing their opinion on the subject matter of the class. If this occurs, students will be warned and if the disruptive behavior continues you will be removed from the class.

**Communication Policy:** In order to facilitate timely and effective communication between the instructor and the student the following policies will be put in place:

**All emails need to be sent through Desire2Learn to the instructors D2L email address.** This will keep student communications separate from the day to day administrative and campus wide emails.

All emails need to begin with your **full name** (i.e., the name that you are registered under) and your **class** and **section number**.

All emails received Monday through Friday (before to noon) will be answered within 24 hours, while emails received on Saturday, Sunday, or Friday afternoon will be answered on the following Monday.

All emails that concern questions that are already answered in the syllabus, exercise instructions, announcement section of D2L, or given during class will merely be referred to those communications (i.e., my response will be, "Please refer to the syllabus or instructions to answer this question.").

***Emails that do not follow the above guidelines will not receive a response.***

***Important Notice:*** Only in certain circumstances that warrant it, (i.e., the administration of the college instructs me to do so) will any student be allowed to transition to an online format for the class. This includes taking the exams online.

### **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) exist 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 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 offices or their website.

### **College Policies**

#### ***Campus Carry Rules/Policies***

Refer to student handbook.

#### ***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.

#### ***Grade Appeal Process***

Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog for the proper procedure.

#### ***Notice***

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

### ***References***

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

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



Lowi, Theodore J, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2021. *American Government: Power and Purpose*. 16<sup>th</sup> 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](http://educate.apsanet.org)>

## ***Social Studies Certification Standards/Competencies List***

<b>Objectives or Student Learning Outcomes</b>	<b>Standard or Competency</b>	<b>Assignment/Module/Course Activities/Assessment</b>
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)	Week 2, 3, 4, & 8 Assessment: Exam 1 & 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)	Week 5, 6, & 7 Assessment: Exam 2

	<p>Grades 7-12, Domain V (Standard VIII) Competency 018 (A, B, C, G)</p>	
<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>	<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>Week 9 Assessment: Exam 3</p>
<p>Understand civil rights and describe how different groups have fought for and won protections for their rights.</p>	<p>Grades 4-8, Domain 1 (Standards IV-X), Competency 001 (P, Q)</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>Week 10 Assessment: Exam 3</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>Week 11, 12, 13, &amp; 14 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>Core Assessment/Research Paper &amp; 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.