



## American Government - POLS 1433 Section X22

College of Humanities & Social Science

Prothro-Yeager Rm 200

POLS 1433 Section X11

Spring 2023 | Jan 17 - May 13

### Contact Information

Instructor: Dr. Gabriela Okundaye (“oh-kun-die”)

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### Course Description

Legislative, executive, and judicial functions in the United States and Texas governments; foreign policy; the conduct of foreign relations; civil liberties and rights; national defense; government and the economy; governmental services. Special attention given to Texas.

### Textbook & Instructional Materials

We the People (InQuizitive Registration Access Card) 13th Edition,

ISBN-13: 9780393538779

ISBN-10: 039353877X

Governing Texas (Access Card) 5th Edition,

ISBN-13: 9780393539738

ISBN-10: 0393539733

### Student Handbook

Refer to: [Student Handbook-2020-21](#)

### 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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual’s to whom credit is given). The use of artificial intelligence software such as spinbots or ChatGPT are also prohibited and counts

as an act of plagiarism. Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

## Grading

Table 1: Percentage allocated to each assignment

Assignments	Points
Civic Engagement Project	10
Reflection Paper	10
Exam 1	20
Exam 2	20
Exam 3	20
<b>Total Percent</b>	<b>100</b>

Table 2: Total percentage for final grade.

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

### Civic Engagement Project

The Civic Engagement Project assesses a student's ability based on 1.) oral communication, 2.) critical thinking, 3.) social responsibility, and 4.) personal responsibility. For this portion of the class the student will need to record themselves discussing their Reflection Paper and submit it to D2L for a grade worth 10% of the final grade.

### Reflection Paper

This assignment asks students to apply what they have learned in class to the world around them. The signature assignment asks students to write a letter to a policymaker of their choosing to bring up a policy that they should be concerned about and what changes can be made by the policymaker to take the appropriate steps to address the issue at hand. This assignment will count for 10% of the final grade.

### Exams

This class will have four (4) exams total, but only three (3) of the exams will count towards your final grade. Each of the exams is worth 20% of your grade and will cover the material from each chapter in the assigned textbooks. There will be one (1) final exam which will be a makeup exam in the event you miss an exam or you are unsatisfied with one of the grades you received on an exam. However, the optional final exam is cumulative and will contain material from each of the previous exams. Exams will consist of 50 multiple choice, true/false, and matching questions where you will be given one hour to complete once open. Exams will be available on D2L and

will require the Respondus LockDown Browser. Exams will open at 12:01 AM and will close at 11:59 PM on the designated Fridays located further down in the syllabus.

### Extra Credit

This class will have limited extra credit opportunities. These extra credit opportunities will be announced via D2L. The type of extra credit opportunities that may be given during the course may come from a podcast, a documentary, or a current event. Extra credit assignments are worth one additional point towards the total grade in class.

### Late Work

Nearly every assignment with the exception of midterm and exams, will be open for several days at a time. Therefore, I will not accept any late work in this class unless you have a university-excused absence. **No work will be accepted after the final day of class (April 28th).**

### Make Up Work/Tests

Absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. Students with written approval must present a signed letter or memo to each instructor at least two (2) class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make-up all work missed during an authorized absence.

### Important Dates

Last day for term schedule changes: January 20.  
Deadline to file for graduation: February 20.  
Last Day to drop with a grade of "W:" March 27.  
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.

### 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. In those classes where attendance is considered as part

of the grade, the instructor should 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.

### Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***\*Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **\*Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

### Email Etiquette

Sending emails is a part of the professionalization development that students are expected to go through while they are in college. When you send me (or any other professor) an email please be sure to address the reader with the correct title, use appropriate grammar in the subject line and body of the email, and be brief and to the point. For more information on how to write a professional email visit the websites below.

[How to Write a Professional Email](#)

[Email Etiquette for Students](#)

### Announcements

Be sure to check your email as this is how information for this class will be distributed. Announcements will be posted on D2L and will be sent to the email linked to D2L which is more likely than not your system email.

### Class Etiquette

Political Science and government classes often discuss topics that have the potential to ignite feelings for many. This class may do so and it is important for everyone to remember to be respectful of others beliefs should it become a point of topic. However, if any discussion becomes hostile towards another student or the instructor I, the instructor, reserve the right to remove students that have expressed what can be interpreted as hate speech towards race/ethnicity/gender/class/sexual expression. If you are not sure what may be interpreted as hate speech email me beforehand. Additionally, please review the link below that discusses classroom etiquette and conduct.

### [Classroom Etiquette](#)

### 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 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](#).

### 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.

### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

### Notice

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

## Course Schedule

<b>Week</b>	<b>Topic</b>	<b>Due Date</b>
Week 1 1/17 - 1/21	Introduction U.S. Congress	N/A
Week 2 1/23 - 1/27	Texas Legislature	N/A
Week 3 1/30 - 2/3	The Presidency	N/A
Week 4 2/6 - 2/10	The Presidency and the Executive Branch of Texas	N/A
Week 5 2/13 - 2/17	Federal Courts <b>Exam 1</b>	2/17 at 11:59 PM
Week 6 2/20 - 2/24	The Judiciary of Texas	N/A
Week 7 2/27 - 3/3	The Federal Bureaucracy	N/A
Week 8 3/6 - 3/10	Civil Liberties	N/A
<b>Spring Break</b> 3/13 - 3/17	(No classes; enjoy your break!)	N/A
Week 9 3/20 - 3/24	Civil Rights <b>Exam 2</b>	3/24 at 11:59 PM
Week 10 3/27 - 3/31	Local Government	N/A
<b>Holiday Break</b> 4/3 - 4/7	(No classes; enjoy your break!)	N/A
Week 12 4/11 - 4/14	Economic Policy	N/A
Week 13 4/17 - 4/21	Public Finance and Public Policy	N/A
Week 14 4/24 - 4/28	Foreign Policy  <b>Reflection Paper DUE</b>	4/28 at 11:59 PM
Week 15 5/1 - 5/5	The Future of Texas <b>Exam 3</b>	5/5 at 11:59 PM
Week 16 5/8 - 5/12	<b>OPTIONAL FINAL</b>	5/10 at 11:59 PM

Note: Syllabus is subject to change 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.

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*. American Political Science Association, 2017.

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

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 politics and political systems and cultures of the US and Texas	<p>Grades 4-8 Competency 001 (A, B) 4-8 Competency 004 (H, L)</p> <p>Grades 7-12, Domain III (Standard IV), Competency 011 (E)</p> <p>Grades 7-12, Domain III (Standard IV) Competency 012 (D, E)</p> <p>Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B)</p> <p>Grades 7-12, Domain V (Standard 7) Competency 019 (E)</p>	<p>Unit 1: The Principles of Politics Assessment: Exam 1</p> <p>Unit 9: Texas Political Culture Assessment: Final Exam</p>

<p>Understand the origins and significance of the US Constitution and Texas Constitution</p>	<p>Grades 4-8, Competency 001 (K, L)</p> <p>Grades 4-8: Competency 004 (B, C, D, E, I)</p> <p>Grades 7-12, Domain II (Standard IV), Competency 006 (A, B, C, D, E)</p> <p>Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (A, B, C, D, E, F, G, H, J)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (D)</p> <p>Grades 7-12, Domain V (Standard 7) Competency 019 (B)</p>	<p>Unit 2: The US Constitution Assessment: Exam 1</p> <p>Unit 10: The Texas Constitution Assessment: Final Exam</p>
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Understand the relationship between the federal government, the state government, and citizens	<p>Grades 4-8, Competency 004 (E, G, J)</p> <p>Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (H, I, J)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (C)</p> <p>Grades 7-12, Domain V (Standard 7) Competency 019 (D)</p> <p>Domain VI (Standard VI, X) Competency 021 (B)</p>	<p>Unit 3: Federalism</p> <p>Assessment: Exam 2</p>
Understand the Electoral System in the US and Texas	<p>Grades 4-8, Competency 004 (K, N)</p> <p>Grades 7-12, Domain II (Standard IV), Competency 009 (F)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (B, C, E, G)</p>	<p>Unit 5: Elections</p> <p>Assessment: Exam 3</p> <p>Unit 12: Texas Elections</p> <p>Assessment: Final Exam</p>

Understand the roles of parties, public opinion, the media and interest groups in politics	<p>Grades 4-8, Competency 001 (P, Q)</p> <p>Grades 7-12, Domain II (Standard IV), Competency 009 (A, B,D, E)</p> <p>Grades 7-12, Domain III (Standard IV) Competency 012 (A, B, C)</p> <p>Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B, E)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (A, C, E, F, G)</p>	<p>Unit 4: Public Opinion Assessment: Exam 2</p> <p>Unit 6: Parties</p> <p>Unit 7: Interest Groups</p> <p>Unit 8: The Media Assessment: Exam 3</p> <p>Unit 11: Texas Political Parties Assessment: Final Exam</p>
Understand personal and social responsibility for civic engagement	<p>Grades 4-8 Competency 004 (B)</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.
- K. Understands the foundations of representative government in the United States; significant individuals, events and issues of the revolutionary era; and challenges confronting the U.S. government in the early years of the republic (e.g., Mayflower Compact, Virginia Houses of burgesses, John Adams, Abigail Adams, George Washington, Crispus Attucks, Battle of Saratoga,
- L. Demonstrates knowledge of the individuals, events and issues related to the independence of Texas, the founding of the Republic of Texas and Texas statehood (e.g., Moses Austin, Samuel Houston, Erasmo Seguín, Antonio López de Santa Anna, the Fredonian Rebellion, the Battle of the Alamo, the Battle of San Jacinto, the annexation of Texas, the U.S.-Mexican War).
- 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.
- D. Demonstrates knowledge of key principles and ideas in major political documents of Texas and the United States (e.g., Articles of Confederation, Declaration of Independence, U.S. Constitution, Texas Constitution) and relationships among political documents.
- E. Understands early United States political issues, including those surrounding Alexander Hamilton, Patrick Henry, James Madison, George Mason; the arguments of the Federalists and Anti-Federalists; states' rights issues; and the nullification crisis.
- 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.
- L. Demonstrates knowledge of important customs, symbols, landmarks and celebrations that represent American and Texan beliefs and principles and that contribute to national unity (e.g., Uncle Sam, "The Star-Spangled Banner," the San Jacinto Monument, "Texas, our Texas").
- 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 006 (Revolutionary Era and the Early Years of the Republic): The teacher understands significant historical events and developments of the Revolutionary Era and the early years of the Republic, including the foundations of representative government in the United States

- A. Demonstrates knowledge of individuals, events and issues that shaped the development of U.S. society during the Revolutionary Era and early years of the Republic.
- B. Analyzes causes of the American Revolution (e.g., mercantilism, British policies following the French and Indian War).
- C. Understands significant political and economic issues of the Revolutionary Era (e.g., taxation without representation, enforcement of the Navigation Acts, Lexington, Concord, winter at Valley Forge, Treaty of Paris of 1783).
- D. Demonstrates knowledge of the foundations of representative government in the United States (e.g., the Articles of Confederation and issues of the Philadelphia Convention of 1787, such as major compromises and arguments for and against ratification).
- E. Understands the origin and development of the American political system and political parties (e.g., Federalists, Democratic-Republicans, Jacksonian democracy, Whigs, Democrats).

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 the effects of reform and third party movements and their leaders on U.S. society (e.g., Populism, Progressive Era reforms, New Deal legislation, Susan B. Anthony, W. E. B. Du Bois, George Wallace).

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 011- (Independence, Statehood, Civil War Reconstruction and Aftermath): The teacher understands significant historical developments and events in Texas from 1821 to 1900.

E. Understands the major effects of Reconstruction on the political, economic and social life of Texas.

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).

D. Understands the impact of major developments in manufacturing, the petroleum and gas industry (e.g., Spindletop), commercial agriculture (e.g., cotton, citrus, beef and dairy production) and suburbanization and how various groups altered the natural environment from 1900 to the present.

E. Understands the effect of major developments in computer technology, transportation (including aerospace) and medical research on the contemporary economic and social history of Texas.

### **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.

E. Understands the role and influence of social institutions (e.g., family, religion, educational system, science, mass media) in meeting basic societal needs.

### **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. Understands the relationship between the states and the national government of the United States (i.e., federalism).

J. 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.

Standard VII Competency 019- (Types of Political Systems): The teacher understands the development of political systems and the similarities and differences among major historical and contemporary forms of government.

- B. Demonstrates knowledge of significant political documents and the philosophies of individuals in world history (e.g., Hammurabi's Code of Laws, Justinian's Code of Laws, Magna Carta, John Locke, Thomas Hobbes) and their impact on the development of political thought.
- D. Understands similarities and differences between the U.S. constitutional republic and other contemporary forms of government.
- E. Demonstrates knowledge of major forms of government in history (e.g., monarchy, authoritarian government, classical republic, liberal democracy, totalitarian government) and of the historical antecedents of major political systems.

#### **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).