

# **POLS 1433-202: American and Texas Government II**

Monday, Wednesday, and Friday 11-11:50 AM  
PY 200

Midwestern State University  
Spring 2023

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## **Course Description and Learning Objectives:**

Political Science 1433 is an introductory course in American and Texas government and politics that focuses on how the U.S. government and Texas government. Students in this course will be able to:

- Understand the key structural features of the US federal government, including the legislative branch, executive branch, and judiciary.
- Understand the key structural features of the Texas state government, including the Texas legislature, executive branch, and judiciary.
- Understand the civil liberties and describe the origin of the Bill of Rights and how those rights came to apply to the states.
- Understand civil rights and describe how different groups have fought for and won protections for their rights.
- Understand the steps and concepts to engage in political participation policy-making at the local, state and national level.
- Think critically about policy-making in American and Texas politics and engage in meaningful civic participation.

The syllabus provides a general plan for the course; changes may be necessary.

This course is part of the MSU Core Curriculum. In this course students will demonstrate:

- Critical thinking
- Oral communication

- Personal responsibility
- Civic engagement

## Required Texts:

The following books are required for this course:

- Theodore J Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2021. *American Government: Power and Purpose*. 16<sup>th</sup> Edition. New York: WW Norton.
- Anthony Champagne and Edward J. Harpham. 2021. *Governing Texas*, 5<sup>th</sup> Edition. New York: WW Norton.

Books may be purchased in any format (hardcopy/digital). Links to purchase these books are available on the MSU Texas Bookstore website. Because page numbers may differ by format, no page numbers are included in the reading schedule. Chapter titles are included.

If you choose to use a different edition of the text other than the edition listed, please note that all exams, lectures, and assignments are based on the edition of the texts listed here.

## Grades:

### Breakdown of Grades:

Grade Category	Grade Percentage
Exam 1	15%
Exam 2	15%
Exam 3	15%
Quizzes	15%
Civic Engagement Project	15%
Course Participation	10%
Final Exam	15%

## Grading:

On each exam and for the final grade, points will be assigned according to the following scale:

Letter Grade	Numerical Grade
A	90-100
B	80-89

Letter Grade	Numerical Grade
C	70-79
D	60-69
F	0-59

### Course Engagement Grading:

Engagement Grade	Unexcused Absences/Non-Engagement Days
95	1
90	2
85	3
80	4
75	5
70	6
60	7
50	8
40	9
0	10+

### Class Policies:

#### Attendance and Engagement:

##### Absences:

You should attend class. Students who do not attend class often have difficulty with the course and receive lower grades. Attendance will be taken at each class meeting and will be noted in Attendance and Engagement. **Students missing more than 9 course periods may be dropped from the course without notice.** Excused absences will be those as follows: illness, death in the family, legal proceedings occurring during class period, university-approved absence such as travel as member of a MSU sports team, or emergency situation as determined by me. To excuse an absence, I must be notified in advance of the class meeting.

##### Engagement:

Engagement during class is as important as attendance. Students are expected to engage in the class and be fully present with their engagement. Students observed using mobile phones, reading non-class materials, or otherwise not fully engaged in class, will not receive engagement credit for that class period. Distracting behavior will also constitute non-engagement for the class period. This syllabus serves as the notice of the above policies; students will receive no further alert if engagement points are not earned during a class meeting.

**Lateness:**

I will take attendance at each class meeting. Students arriving after the role has been called will not be counted as on-time and will be marked as tardy. **Two tardies will be the equivalent to one absence.** Students arriving more than 10 minutes late to class either in-person or online will be counted as absent for that class meeting. Students who leave early without an excuse that meets the excused absence criteria for this course may be marked tardy or absent, depending upon how much time remains in the course meeting.

**Leaving Class/Disruptions:**

Students are expected to be present for the entire class period. Excessively leaving the classroom during the class period is defined in this syllabus as more than 2 times during one class period or leaving 1 time for more than 10 minutes in one class period. **Excessive trips outside of the classroom during a class period will be the equivalent to 1 absence.** This is a form of disruptive behavior. If a student requires an accommodation to this rule (e.g. due to illness or medical condition), please let me know in advance.

**Disruptive Behavior:**

Furthermore, disruptive behavior, including but not limited to raising one's voice to the instructor or classmates, threatening the instructor or classmates, recording the instructor or classmates without permission, sharing screenshots or videos of course material or student work on other platforms, slurs and insults directed at the instructor or classmates, or other behavior that disrupts the course will not be tolerated. **This syllabus serves as the warning** that disruptive behavior will not be tolerated. Students committing disruptive behavior will be removed from the course.

**Safe Zone Statement:**

This classroom is to be a place where students will be treated with respect. We will work together to create an inclusive space that respects equality and diversity in terms of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, gender identity, gender expression, political beliefs, culture, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the expectation that ALL students consider the classroom a safe environment. Harassment, sexual misconduct, violence, bullying, and disruptive behavior will not be tolerated will result in removal from the classroom and reporting to the appropriate university authority. This syllabus is your warning.

**D2L:**

This course will use D2L through MSU Texas as the online platform. All course material other than the assigned textbook readings will be available in D2L.

**Web Browser for D2L:**

The preferred web browser for D2L is Google Chrome. While it works in Safari for many functions, Chrome is a more reliable browser for D2L. If you do not have Chrome or a

similar web browser installed on your computer, I suggest that you do so before working through the course material.

## **Assignments and Late Work:**

**No late work accepted**, except unforeseen, limited circumstances such as a medical emergency requiring hospitalization for which documentation is provided. All other assignments not submitted by the due date will receive the mark of zero.

## **Grades and Communication:**

### **Grading Policy:**

Grades will be determined in accordance with the information on grading in this syllabus. Although grades will post in the D2L gradebook, the weight of assignments may not always be reflected in the D2L gradebook. I will calculate the final course grade using the provided formula. Students are welcome to calculate their grades at any time and to use D2L to see their progress. However, I will not calculate individual grades for students during the course term, nor will I calculate hypothetical grading scenarios for individual students. In other words, please do not ask me what grade you will need to receive on a particular exam or assignment in order to earn a particular final grade. With the information provided in D2L and the syllabus, you are welcome to calculate different scenarios on your own.

### **Communication:**

The best way to reach me is to contact me is to visit me during my office hours or via email (not via D2L email). My email address is listed on the first page of the syllabus. Most of the time, I will respond within Monday-Friday business hours) and within 24 hours during the week. On weekends, I may not be checking email as often, so please be aware that I may not respond until Monday. If you email me, please wait a day before sending the same email again or a follow-up email. In other words, please do not send a follow-up email within minutes of the first email if you have not yet received a response. While quick, email is not an instant communication.

When emailing me, please include the following:

- Your name (first and last): Students' names do not always appear with your email address. So, without your name in the email, I may not be able to tell from whom the email was sent.
- Your course number: I have more than one class, so it helps to know to which class you are referring.
- A specific question: If you have a question or are having difficulty with a particular concept, I am happy to help. However, please have a specific request. For example, "I don't understand federalism" or "what should I take away from chapter 2" are really too general. Try to come up with a specific request when you are having difficulty.

## Quizzes and Exams:

### Exams:

Exams will be given in person during class time. Now materials including notes, a book, websites, apps, etc., may be used during the exam. Any use of outside materials or collaboration with another during the exam will result in a 0 on the exam. The academic dishonesty policy will apply.

### Make-Up Exams

A make-up exam will only be given if the following criteria are met: If a student has a course-approved excuse and the instructor is notified **in writing, prior** to the examination, and the instructor approves the excuse and make up exam, arrangements for a make-up exam will be made. If a student fails to notify the instructor, the student will receive a zero for the exam. **Unless arrangements have already been made in accordance with this policy, no exam may be administered after the graded exam is returned to the class.**

If the final exam is missed and arrangements for a make-up exam have not been made with me, the final exam cannot be made up.

No materials are allowed during quizzes or exams. Use of the textbook, slides, notes, flashcards, text messages, calls, online apps, or websites, for example, are not allowed.

### Missing the Final Exam:

If the final exam is missed and arrangements for a make up exam have not been made in advance, the final exam cannot be made up.

### Taking Exams Early:

Only under **extraordinary circumstances** can a student take an exam early. Only university-approved excuses, death in the family, or illness with a doctor's note be considered for taking an exam early. Scheduled vacations are not reasons for exam to be given early. The request for an early exam must be made **in writing**. For any reason, no request will be approved to schedule the final exam earlier than one week before its scheduled date.

### Extra Credit:

Unless otherwise specified, **no extra credit or bonus assignments will be given**. Sometimes bonus points are available on quizzes. No individualized extra-credit/bonus assignments will be created for individual students. No extra credit or bonus points are available after the last day of classes or the final exam.

### Academic Dishonesty:

Academic dishonesty on exams, quizzes and assignments will result in a **ZERO** on the quiz, assignment, or exam and the student or students in question may receive an F in the course and/or be turned over to the University for sanction. **More than one incident of academic dishonesty during the course will automatically result in a course grade of F.**

The MSU Honor Creed applies in this course, and students are expected to abide by it. Student work in this course expected to be original and produced only for this course. Students may not use the textbook, chapter summaries, notes, PowerPoints, lectures, or any online material during quizzes and exams. Students may not collaborate with each other during quizzes or exams or to create substantially similar responses to writing assignments.

In addition, students **may not** copy the textbook or websites, such as Wikipedia pages, for written response questions. Every written assignment or written response is expected to be in your own words. Submitted work that replicates the textbook or a webpage will be considered academic dishonesty.

### **Accommodations:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact:

Disability Support Services (DSS)  
Room 168, Clark Student Center  
940-397-4140

**Please note:** instructors are not allowed to provide classroom accommodation until verification from DSS has been provided.

<https://msutexas.edu/student-life/disability/current-students.php>

### **MSU Campus Carry Statement:**

Senate Bill 11 passed by the 84<sup>th</sup> Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <http://mwsu.edu/campus-carry/rules-policies>

## Class Schedule:

*The following is a tentative outline of the semester. Students will be notified of any changes.*

<b>Week</b>	<b>Unit</b>	<b>Assignment/Topic</b>	<b>Date</b>
<b>Week 1</b>	<b>Unit 0</b>	Introduction to Course	Wed, Jan 18
		Using D2L Using the Texts Civic Engagement Project Introduction	Fri, Jan 20
<b>Week 2</b>	<b>Unit 1: Congress</b>	<i>American Government: Power and Purpose</i> , Chapter 6	Mon, Jan 23 Wed, Jan 25 Fri, Jan 27
		<b>Quiz: Unit 1: Congress</b>	<b>Mon, Jan 30</b>
<b>Week 3</b>	<b>Unit 2: The Texas Legislature</b>	<i>Governing Texas</i> , Chapter 7	Mon, Jan 30 Wed, Feb 1 Fri, Feb 3
<b>Week 4</b>		<b>Quiz: Unit 2: The Texas Legislature</b>	<b>Mon, Feb 6</b>
	<b>Unit 3: The Presidency</b>	<i>American Government: Power and Purpose</i> , Chapter 7	Mon, Feb 6 Wed, Feb 8
		<b>Exam 1</b>	<b>Fri, Feb 10</b>
<b>Week 5</b>	<b>Unit 4: The Texas Governor and Executive Branch</b>	<i>Governing Texas</i> , Chapter 8	Mon, Feb 13 Wed, Feb 15 Fri, Feb 17
		<b>Quiz: Unit 3: The Presidency Civic Engagement Project – Part 1 Due</b>	<b>Fri, Feb 17</b>
<b>Week 6</b>	<b>Unit 5: The Federal Courts</b>	<i>American Government: Power and Purpose</i> , Chapter 9	Mon, Feb 20 Wed, Feb 22 Fri, Feb 24
		<b>Quiz: Unit 4: The Texas Governor</b>	<b>Fri, Feb 24</b>
		<b>Quiz Unit 5: The Federal Courts</b>	<b>Mon, Feb 27</b>
<b>Week 7</b>	<b>Unit 6: The Texas Judiciary</b>	<i>Governing Texas</i> , Chapter 9	Mon, Feb 27 Wed, Mar 1
		<b>Exam 2</b>	<b>Fri, Mar 3</b>
<b>Week 8</b>	<b>Unit 7: Civil Liberties</b>	<i>American Government: Power and Purpose</i> , Chapter 4	Mon, Mar 6 Wed, Mar 8 Fri, Mar 10
		<b>Quiz: Unit 6: The Texas Judiciary Project – Part 2 Due</b>	<b>Wed Mar 8</b>
<b>Week 9</b>	<b>Unit 8: Civil Rights</b>	<i>American Government: Power and Purpose</i> , Chapter 5	Mon, Mar 20 Wed, Mar 22 Fri, Mar 24
		<b>Quiz: Unit 7: Civil Liberties</b>	<b>Fri, Mar 24</b>



<b>Week</b>	<b>Unit</b>	<b>Assignment/Topic</b>	<b>Date</b>
<b>Week 10</b>	<b>Unit 9: Bureaucracy</b>	<i>American Government: Power and Purpose, Chapter 8</i>	Mon, Mar 27 Wed, Mar 29 Fri, Apr 1
		<b>Quiz: Unit 8: Civil Rights</b>	<b>Fri, Apr 1</b>
		<b>Exam 3</b>	<b>Mon, Apr 3</b>
		<b>No Class</b>	<b>Wed, Apr 5</b> <b>Fri, Apr 7 (Holiday)</b>
<b>Week 11</b>	<b>Unit 10: Social Policy</b>	<i>American Government: Power and Purpose, Chapter 16</i>	Mon, Apr 10 Wed, Apr 12
		<b>Quiz: Unit 9: Bureaucracy Project – Part 3 Due</b>	<b>Fri, Apr 14</b>
<b>Week 12</b>	<b>Unit 11: Economic Policy</b>	<i>American Government: Power and Purpose, Chapter 15</i>	Mon, Apr 17 Wed, Apr 19
		<b>Quiz: Unit 10: Social Policy</b>	<b>Fri, Apr 21</b>
<b>Week 13</b>	<b>Unit 12: Local Government</b>	<i>Governing Texas, Chapter 10</i>	Mon, Apr 24 Wed, Apr 26
		<b>Quiz: Unit 11: Economic Policy</b>	<b>Fri, Apr 28</b>
<b>Week 14</b>	<b>Unit 13: Public Finance in Texas</b>	<i>Governing Texas, Chapter 11</i>	Fri, Apr 28
<b>Week 15</b>	<b>Civic Engagement</b>	<b>Final Project Presentations</b>	<b>Mon, May 1</b> <b>Wed, May 3</b> <b>Fri, May 5</b>
		<b>Final Exam</b>	<b>Mon, May 8,</b> <b>10:30 AM-12:30 PM</b>

## 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

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

<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>Unit 7 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>Unit 8 Assessment: Final Exam</p>
<p>Understand the steps and concepts to engage in political participation policy-making at the local,</p>	<p>Grades 4-8, Domain I (Standards IV-X), Competency 004 (B, C, G, H, K)000</p>	<p>Unit 9 Unit 10 Unit 11 Unit 12 Unit 13</p>

state and national level.	<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>	Assessment: Final Exam
Think critically about policy-making in American and Texas politics and engage in meaningful civic participation.	<p>Grades 4-8 Competency 004 (B, K)</p> <p>Grades 7-12, Domain V (Standard VIII) Competency 018 (C, G)</p>	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).
- 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.