



Course Syllabus: American and Texas Government II

Prothro-Yeager College of Humanities and Social Sciences

POLS 1433 Section 108

Fall 2026

Contact Information

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Course Description

Political Science 1433 is an introductory course in American and Texas government and politics that focuses on the institutions of 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 policymaking at the local, state and national level.
- Think critically about policymaking in American and Texas politics and engage in meaningful civic participation.

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

MSU Core Curriculum

POLS 1433 fulfills a requirement of the MSU Core Curriculum. In this course students will demonstrate:

- Critical thinking

- Oral communication
- Personal responsibility
- Civic engagement

Textbook & Instructional Materials

Books for POLS 1433 are available as e-books in D2L:

- Theodore J Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2025. *American Government: Power and Purpose*. 18th Edition. New York: WW Norton.
- Anthony Champagne and Edward J. Harpham. 2025. *Governing Texas*, 7th Edition. New York: WW Norton.

Study Hours and Tutoring Assistance

One-on-one tutoring is available for this course through the Tutoring and Academic Support Programs (TASP) on the 1st Floor of Moffett Library. Tutoring is free and tutors in political science is available most days. Check the Tutoring Schedule on the [TASP webpage](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

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Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

[Office of Student Conduct](#)

Moffett Library

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

Grading

Table 1: Percentages Allocated to Each Assignment or Test

Assignments	Percentage
Quizzes and Activities	15%
Civic Engagement Project	15%

Course Participation	10%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	15%
Total	100%

Table 2: Total Percentage Points for Final Grade

Letter Grade	Percentage Points
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Quizzes

We will have quizzes on the course material periodically. Quizzes will be taken during class. Quizzes will be primarily multiple choice. Quizzes are typically calculated out of 20 points. Bonus points will be available on each quiz. All quizzes are individual assignments, and collaboration is not allowed. Quizzes will be announced in class and on D2L. All quizzes will constitute 15% of the total grade.

Exams

There will be 3 exams during the semester. Exams will be given in person during class time. Each exam will be graded out of 100 points. Bonus points will be available on each exam. Students will have the full class period for the exam. Each exam is worth 15% of the final grade. 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.

The dates for the exams are tentatively set as follows:

- Tuesday, September 15
- Thursday, October 8
- Tuesday, November 3

The Civic Engagement Project

The Civic Engagement Project is a required part of POLS 1433, and it. This is used to assess the core curriculum objectives of POLS 1433. Through this project students will demonstrate:

- Critical Thinking
- Oral Communication
- Personal Responsibility
- Civic Engagement

Each student will choose a issue on which they would like to see a change from current public policy, and students will practice lobbying an elected representative to make that change. Changes can be big or small and can be pursued at the local, state, or national level. The purpose of this project to learn how to engage with government and advocate for the issues that interest you, a constituent.

The project will have four parts. In Part 1, you will choose your topic. Part 2 focuses on researching your legislative topic. Part 3 focuses on finding evidence to support your position. The final part of the project is a 2–3-minute oral presentation in the class. You will organize your argument into your best “elevator pitch” to the representative that you would want to lobby. The oral presentation is a required portion of the project. The total project is worth 15% of the final grade.

Class Participation

Attendance and course engagement will constitute 10% of the final grade. Students are expected to attend class and the attendance policies of this course. Students are expected to be physically present and also engaged in the class. To calculate the class participation grade, non-attendance and non-engagement will be graded. The following table outlines the grading standards for class participation.

Table 3: Class Participation Points for Final Grade

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+

Final Exam

The final exam will be in person. It will cover the material covered after Exam 3. The exam length and format will be similar to previous exams. The exam will be held in our classroom on December 10, 2026 from 10:30 AM-12:30 PM.

The exam will be worth 15% of the final grade. *Missing the final exam without having made arrangements with the instructor in advance will result in an exam grade will be a zero (0).

Extra Credit

From time to time, extra credit opportunities will be given to the class. Usually, bonus points are available on quizzes or exams. However, ***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. Extra credit opportunities will be announced in class and listed on D2L.

Late Work

Generally, late work is not accepted. Late work will only be accepted in limited circumstances such as a medical emergency for which documentation is provided. All other assignments not submitted by the due date will be marked as zero. No work is accepted after the final class period of the semester.

Make Up Work/Tests

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.**

Important Dates

- Last day for term schedule changes: September 4, 2026.
- Deadline to file for graduation: September 21, 2026.
- Last Day to drop with a grade of "W:" November 23, 2026
- Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

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.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Course Policies

Attendance and Engagement:

Absences:

Class attendance is important. 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. Excused absences require documentation, such as a doctor's note. To have absences excused, I must receive all documentation for the absences within ***2 weeks** of your return to class. Any documentation received after more than 2 weeks will not be accepted and absences will remain unexcused. No documentation will be accepted after the final class period of the semester.

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; this means approximately more than 5 minutes late. **Two tardies will be the equivalent to one absence.** Students arriving more than 15 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 equivalent to 1 absence.** This is a form of disruptive behavior. If a student requires 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.

The Class Environment:

This classroom is a place where all students will be treated with respect. We will work together to create an environment respectful of everyone in the class. Everyone is expected to engage with course material and with the ideas shared by me and the other students from the perspective of academic inquiry and discussion. When we agree or disagree, we will do so with civility and respect. 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.

Academic Dishonesty:

The MSU Honor Creed applies in this course, and students are expected to abide by it. As a reminder, here is the MSU Honor Creed:

As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so."

As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception.

Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one's own, work or ideas which are not entirely one's own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student.

We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate.

Student work in this course expected to be original to the student and produced only for this course. Here is the reason: the purpose of this class is to help students learn to think critically about government and to be an active and engaged citizens. This means being able to

demonstrate understanding of concepts and applying them to current and future political events. Doing that requires students to put in individual work in the course and for me to evaluate student work individually.

To maintain academic honesty in this class, here are the expectations:

- Students may not use the textbook, chapter summaries, notes, PowerPoints, lectures, or any online material during quizzes and exams.
- Students may not use electronic devices, such as cell phones, or listen to electronic devices (i.e. wearing headphones) during a quiz or exam; use of electronic devices during an exam will result in the quiz/exam paper being taken up and receiving a 0.
- Students may not collaborate with each other during quizzes or exams. Students looking at another's quiz or exam will have their quiz/exam paper taken up and receive a 0.
- Students may not collaborate 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.
- Students may not memorize and write in-class response questions material copied or substantially copied from textbook materials or webpages.
- Each 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.
- In addition, students may not submit work from previous courses.
- AI tools, such as Chat GDP, may not be used to create assignments.
- AI Detection Detectors, such as Turnitin, will be used in this course and the results used in determining academic honesty.

In other words, all submitted work is expected to be fully your own thoughts and words and created for this course during this semester.

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 Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

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

Smoking/Tobacco Policy

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

Alcohol and Drug Policy

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

Campus Carry

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

carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

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

Grade Appeal Process

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

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

Course Schedule:

Table 4: Course Schedule

Week	Unit	Assignment/Topic	Date
Week 1	Unit 0	Introduction to Course	Tue, Aug 25
Week 1	Unit 1: Congress	<i>American Government: Power and Purpose</i> , Chapter 6	Thu, Aug 27
Week 2	Unit 1	Unit 1 Continued	Tue, Sep 1 Thu, Sep 3
Week 3	Unit 2: The Texas Legislature	<i>Governing Texas</i> , Chapter 8	Tue, Sep 8
Week 3	Unit 3: The Presidency	<i>American Government: Power and Purpose</i> , Chapter 7	Thu, Sep 10
Week 3	Civic Engagement Project	Civic Engagement Part 1 Due	Thu, Sep 10
Week 4	Exam	Exam 1	Tue, Sep 15
Week 4	Unit 3: The Presidency	Unit 3 Continued	Thu, Sep 17
Week 5	Unit 4: The Federal Bureaucracy	<i>American Government: Power and Purpose</i> , Chapter 8	Tue, Sep 22 Thu, Sep 24
Week 6	Unit 5: The Texas Governor and Executive Branch	<i>Governing Texas</i> , Chapter 9	Tue, Sep 28
Week 6	Civic Engagement Project	Part 2 Due	Thu, Sep 30
Week 6	Unit 6: The Federal Courts	<i>American Government: Power and Purpose</i> , Chapter 9	Thu, Sep 30
Week 7	Extra Credit	Voter-Candidate Forum, 6 PM	Mon, Oct 5

Week	Unit	Assignment/Topic	Date
Week 7	Unit 6: The Federal Courts	Unit 6 Continued	Tue, Oct 6
Week 7	Exam	Exam 2	Thu, Oct 8
Week 8	Unit 7: The Texas Judiciary	<i>Governing Texas</i> , Chapter 10: The Judiciary	Tue, Oct 13
	Unit 8: Civil Liberties	<i>American Government: Power and Purpose</i> , Chapter 4	Thu, Oct 15
Week 9	Unit 8: Civil Liberties	Unit 8 Continued	Tue, Oct 20
	Unit 9: Civil Rights	<i>American Government: Power and Purpose</i> , Chapter 5	Thu, Oct 22
Week 10	Civic Engagement Project	Part 3 Due	Tue, Oct 27
Week 10	Unit 9: Civil Rights	Unit 9 Continued	Tue, Oct 27
Week 10	Unit 10: Local Government	<i>Governing Texas</i> , Chapter 11: Local Government	Thu, Oct 29
Week 11	Exam	Exam 3	Tue, Nov 3
	Unit 11: Economic Policy	<i>American Government: Power and Purpose</i> , Chapter 15	Thu, Nov 5
Week 12	Unit 12: Economic Policy in Texas	<i>Governing Texas</i> , Chapter 12: Public Finance	Tue, Nov 10 Thu, Nov 12
Week 13	Unit 13: Social Policy	<i>American Government: Power and Purpose</i> , Chapter 16	Tue, Nov 17 Thu, Nov 19
Week 13	Extra Credit	Celebration of Scholarship	Thu, Nov 19
Week 14	W Date	Last Day for a W	Mon, Nov 23
Week 14	Unit 14: Social Policy in Texas	<i>Governing Texas</i> , Chapter 13: Public Policy	Tue, Nov 24
Week 15	Civic Engagement Project	Part 4: Presentations	Tue, Dec 1 Thu, Dec 3
Exam Week	Final Exam	Final Exam	Thu, Dec 10: 10:30 AM- 12:30 PM

References

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

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

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

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

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

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

Social Studies Certification Standards/Competencies List

Table 5: Social Studies Certification Standards

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the key structural features of the US federal government, including the legislative branch, executive branch, and judiciary.	Grades 4-8 Competency 001 (A, B) Grades 4-8 Competency 001 (Q) 4-8 Competency 004 (C, H, L,M) Grades 7-12, Domain II (Standard IV), Competency 009 (D) Grades 7-12, Domain III (Standard IV) Competency 012 (B, C) Grades 7-12, Domain V: Government and Citizenship (Standard VII-VIII), Standard VII, Competency 017 (B, C, D,E, G) Grades 7-12, Domain V: Government and Citizenship, Standard VII, Competency 018 (A, B,C, E, G)	Unit 1 Assessment: Exam 1 Unit 3 Assessment: Exam 2 Unit 5 Assessment: Exam 3
Understand the key structural features of the Texas state government, including the Texas legislature, executive branch, and judiciary.	Grades 4-8: Competency 004 (C, D, I, K, M) Grades 7-12, Domain III (Standard IV), Competency 012 (C) Grades 7-12 Domain V (Standard VII-VIII) Competency 017 (I) Grades 7-12, Domain V (Standard VIII) Competency 018 (A, B, C, G)	Unit 2 Assessment: Exam 1 Unit 4 Assessment: Exam 2 Unit 6 Assessment: Exam 3 Unit 11 Assessment: Final Exam

Objectives or Student Learning Outcomes	Standard or Competency	Assignment/Module/Course Activities/Assessment
Understand the civil liberties and describe the origin of the Bill of Rights and how those rights came to apply to the states.	Grades 4-8, Domain 1 (Standards IV-X), Competency 004 (N) Grades 7-12 Domain V (Standard VII-VIII), Standard VII, Competency 017 (A, H) Grades 7-12, Domain V (Standard VIII) Competency 018 (G)	Unit 7 Assessment: Exam 3
Understand civil rights and describe how different groups have fought for and won protections for their rights.	Grades 4-8, Domain 1 (Standards IV-X), Competency 001 (P, Q) Grades 4-9, Domain 1 (Standards IV-X), Competency 004 (G, J) Grades 7-12, Domain II (Standard IV), Competency 009 (A, D, E, F) Grades 7-12, Domain III (Standard IV), Competency 012 (A) Grades 7-12, Domain IV (Standard V and IX) Competency 016 (B) Grades 7-12, Domain V (Standard VII-VIII), Standard VII, 017 (E, G, H) Grades 7-12, Domain V (Standards VII-VIII), Standard VIII, Competency 018 (E, F)	Unit 8 Assessment: Final Exam
Understand the steps and concepts to engage in political participation policy-	Grades 4-8, Domain I (Standards IV-X), Competency 004 (B, C, G, H, K)000	Unit 10 Unit 11 Unit 12 Assessment: Final Exam

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

Grades 4-8 Social Studies Certification:

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

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

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

emergence of a two-party system, political and economic controversies, immigration, migration).

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

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

Grades 7-12 Social Studies Certification

Domain II: US History (Standard IV)

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

- A. Understands political, economic and social changes in the United States from 1877 to the present (e.g., in relation to political parties, transportation, labor unions, agriculture, business, race, gender).
- 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.