



Course Syllabus: American and Texas Government I  
Prothro Yeager College of Humanities and Social Sciences  
POLS 1333 Section 203  
Spring 2023 (January 17 – May 8, 2023)

Contact Information

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Course Description

Political Science 1333 is an introductory course in American and Texas government and politics that focuses on how the U.S. government and Texas government work and why they work the way they do. The purpose of this course is to assist you in developing a better understanding of the government institutions and the political processes that you will interact with as citizens. This course is also designed to provide you with analytical tools so that you can understand and meaningfully participate in American and Texas politics throughout your life. This course will be challenging and critical thinking about Texas and American government will be part of everything that we do. The syllabus provides a general plan for the course; changes may be necessary.

Textbook & Instructional Materials

Theodore J Lowi, Benjamin Ginsberg, Kenneth A. Shepsle, and Stephen Ansolabehere. 2020. **American Government: Power and Purpose**. 16<sup>th</sup> Core Edition. New York: WW Norton. (APP)

Anthony Champagne and Edward J. Harpham. 2020. **Governing Texas**, 5th Edition. New York: WW Norton. (GT)

Grading

On each assignment, quiz, exam and for the final grade, grades will be assigned according to the following scale

Table 1. Letter Grade

Letter Grade	Numerical Grade
A	90 to 100
B	80 to 89
C	70 to 79
D	60 to 69
F	0 to 59

Table 2. Semester Grade Breakdown

Graded Item	Percentage of Grade
Exam 1	15
Exam 2	15
Exam 3	15
Project	15
Quizzes	15
Course Participation	10
Final Exam	15
Total Points	100

Table 3. 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

#### Engagement:

Engagement in discussion is an important component of the in-person course. Preparedness and participation, as well as non-engagement will be noted.

#### Absence:

It is your responsibility to keep up to date with the course should you need to miss class whether excused or unexcused. **Students missing more than 8 unexcused days of class will be at risk of being dropped from the course without notice.** The following are excused absences: 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 qualify for an excused absence, I must be notified in advance of the class meeting.** *Excuses will not be accepted for missing a quiz or exam unless student is hospitalized or other special circumstance at discretion of the instructor.*

#### Communication

The best way to reach me is to contact me via email. My email address is listed on the first page of the syllabus. When emailing me, if you would like a helpful response, you must include your full name, a subject in the subject line, the name of the course in which you are enrolled, and your question. Please use full sentences and not texting language. Individual Zoom or phone appointments can also be set up.

#### Assignments

Weekly D2L Module Assignments: Each week there will be module activities to complete listed in a checklist such as reading, discussion questions, content to watch, or taking a quiz. Assignments that are graded will appear in the gradebook. Weekly modules can be accessed in D2L by clicking on CONTENT, then COURSE SCHEDULE.

#### Quizzes

Quizzes will cover recent weekly textbook material. These help make sure students are keeping up with content. No notes, book, cell phones or additional electronic devices may be used during quizzes or exams. You will be required to take your quizzes on a lockdown browser through D2L.

If you have previously utilized the lockdown browser with a different school, you may be required to uninstall from your device and reinstall the MSU Texas version. Quizzes can be accessed on D2L by clicking on, ASSESSMENTS, then TESTS.

#### Exams

All exams are currently planned to be taken in person.

#### Assignments

Weekly Module Assignments: Each week there will be module activities to complete listed in a checklist such as chapter reading, outlines, flashcards, watching content, and taking a quiz. Assignments that are graded will appear in the gradebook. Weekly modules can be accessed in D2L by clicking on CONTENT, then COURSE SCHEDULE.

quizzes can be accessed on D2L by clicking on, ASSESSMENTS, then TESTS.

#### Project

Brief Overview: Throughout the semester, you will work towards performing research to engage you with politics. By the end of the semester, you will have performed a literature review, created an infographic and give a presentation about a special interest topic.

Guidelines: A rubric will be provided on D2L as well as more details of guidelines for the project by accessing the D2L Dropbox. To access Dropbox in D2L, click ASSESSMENTS, then ASSIGNMENTS.

Project Due Dates: In order to ensure that you are on track to completing a successful project, portions of the progression toward the project will be due in the D2L Dropbox to be graded. They are as follows:

Table 4: Project Part Due Dates

<b>Project Part</b> and Description	<b>Due Date</b>
<b>Part 1</b> – Select topic and describe importance of subject using template.	<b>Feb 17<sup>th</sup></b>
<b>Part 2</b> – 3 source summaries and citations added to part 1.	<b>Mar 24<sup>th</sup></b>
<b>Part 3</b> – 5 additional summaries and citations added to part 2.	<b>Apr 21<sup>st</sup></b>
<b>Part 4</b> – Final infographic (visual) and oral argument/pitch (audio) You will be expected to submit a visual infographic and give an argument explaining the importance of lobbying for the particular subject matter.	<b>May 1<sup>st</sup></b>

#### Make Up Work/Tests

Late work is not accepted. Students who miss class due to university-related activities will be able to make arrangement to take exams early. In cases of a doctor's excuse and/or a family death, other students will also be able to make up exams and writing assignments. It will be at the discretion of the instructor to allow make up work or tests. Please contact the instructor directly to be assessed.

#### 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 me.

#### Computer Requirements

A majority of this class requires you to have access to a computer (with reliable Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class as well reliable internet or data to submit assignments.

**Assignments and tests are to be completed/submitted by the due date, and personal computer technical difficulties or service issues will not be considered reason for the instructor to allow students extra time to submit assignments, or complete tests, or quizzes.** There are many places to access your class, including on a tablet and/or smartphone. If you have technical difficulties in the course, there is a student D2L 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. Contact distance education and copy your instructor immediately upon having computer trouble. For help, log into [D2L](#).

### Class Policies

#### Disruptive Behavior:

Disruptive behavior, including but not limited to using vulgarity, threatening the instructor or classmates, excessive intentional comments that are meant to troll other classmates that disrupt the class will not be tolerated. This syllabus serves as the warning that such behavior will not be tolerated. Students committing disruptive behavior will be removed from the class.

#### 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.

### Student Handbook

Refer to: [Student Handbook-2022-23](#)

#### 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 Rights and Responsibilities](#).

#### 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.

### Title IX

At Midwestern State University, the Title IX Department provides students, faculty, and staff with access to their rights and options under Title IX. The Title IX Department conducts investigations into possible violations of MSU's Sexual Misconduct Policy, as well as oversees the university's primary prevention and education programming related to sexual assault, interpersonal violence, and sexual harassment. To find out more or make a report please visit [Title IX](#).

### Notice

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

Table 5: Brief Overview of Course Schedule

Week	Unit	Topic	Assigned Date	Due Date
1	1	<i>Introduction and Five Principles of Politics</i> Reading: APP – Ch 1	1/17/23	1/22/23
2	2	<i>Brief History up to U.S. Constitution</i> Reading: APP – Ch 2	1/23/23	1/29/23
3		<b>Review (Wed.) and Exam 1 (Fri.)</b>	1/30/23	2/3/23
4	3	<i>Federalism</i> Reading: APP – Ch 3	2/6/23	2/12/23
5	4	<i>Political Parties</i> Reading: APP – Ch 12 <b>Project Part 1 – Topic Selection</b>	2/13/23	2/17/23
6	5	<i>Elections</i> Reading: APP – Ch 11	2/20/23	2/26/23
7		<b>Review (Mon.) and Exam 2 (Wed.)</b>	2/27/23	3/1/23
8	6	<i>Public Opinion</i> Reading: APP – Ch 10	3/6/23	3/10/23
9		<b>Spring Break Extra Credit Opportunity</b>	3/13/23	3/19/23
10	7	<i>Groups &amp; Interests</i> Reading: APP – Ch 13 <b>Project Part 2 - Submission</b>	3/20/23	3/24/23
11	8	The Media Reading: APP – Ch 14	3/27/23	4/2/23
12		<b>Review (Mon.) and Exam 3 (Wed.)</b> Holiday Break Begins on 4/5/23 @ 10 PM	4/3/23	4/5/23
13	9	<i>Texas Culture and Demographics</i> Reading: GT – Ch 1	4/10/23	4/16/23
14	10	<i>Texas Constitutions</i> Reading: GT – Ch 2 <b>Project Part 3 - Submission</b>	4/17/23	4/21/23
15	11	<i>Texas Political Parties</i> Reading: GT – Ch 4 <i>Texas Elections</i> Reading: GT – Ch 5	4/24/23	4/28/23
16	12	<b>Project Part 4 - Infographic &amp; Presentations</b>		05/01/23
17		Final Exam (1:00 PM to 3:00 PM) PY 200		<b>05/08/23</b>

Table 6. 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>
Understand the origins and significance of the US Constitution and Texas Constitution	<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>

<p>Understand the relationship between the federal government, the state government, and citizens</p>	<p>Grades 4-8, Competency 004 (E, G, J)  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)  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  Assessment: Exam 2</p>
<p>Understand the Electoral System in the US and Texas</p>	<p>Grades 4-8, Competency 004 (K, N)</p> <p>Grades 7-12, Domain II (Standard IV),  Competency 009 (F)  Grades 7-12, Domain V (Standard VIII)  Competency 018 (B, C, E, G)</p>	<p>Unit 5: Elections  Assessment: Exam 3</p> <p>Unit 12: Texas Elections  Assessment: Final Exam</p>
<p>Understand the roles of parties, public opinion, the media and interest groups in politics</p>	<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  Unit 6: Parties  Unit 7: Interest Groups  Unit 8: The Media  Assessment: Exam 3  Unit 11: Texas Political Parties  Assessment: Final Exam</p>
<p>Understand personal and social</p>	<p>Grades 4-8 Competency 004 (B)</p>	<p>Civic Engagement Project  Project Presentation</p>



responsibility for civic engagement	Grades 7-12, Domain V (Standard VIII) Competency 018 (C, G)	
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**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).