

Texas Politics and Topics - 38691 - POLS 2306 - H02

Professor Joe Hodes
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Class Time Tuesday and Thursday 8:00 - 9:20
Class Place ENGPIL 0300
Office Hours Thursday 10:45-11:45 or by appointment

TEXT BOOK:

The Logic of American Politics by: Steven Smith, Samuel Kernell, and Gary Jacobson
All other readings will be provided, either by a link via the syllabus or by email.

COURSE OUTLINE:

This course will introduce students to the basic theories, methods, principles and structures which shape American Public Policy. The course is divided into three sections. The first section will examine basic political structures and institutions. The second section will focus on Texas, and some of its political structures and institutions. The last section will explore current political issues facing the nation.

The grades from the course will come from five places, participation, three essay assignments and one final exam. Your participation mark is not attendance. If you are the type of student who does not like to speak in class you will need to create questions in advance to ask in class; if you say nothing all semester you will receive a zero for participation. Your essays will ask you to write about one of the themes explored in this course in detail. The fifth mark will be from your final exam which will consist of one essay question. The essay question will be given to you in advance and will be a take home. No surprises and nothing tricky.

- No laptop computers will be allowed in lecture.
- Please turn off (and do not use) cell phones, etc. Students who text, im, update, etc. during class will be asked to leave.

No Recording of lectures in any way, via cell phone or anything else.

-This syllabus is subject to change.

ASSESSMENT:

Participation: 10%
First Essay 20%
Second Essay 25%

Third Essay 20%
Final Exam 25%

LECTURE SCHEDULE

Jan 16 Meet and Greet

Required Reading: None

Jan 21 In the Beginning

Required Reading: Deuteronomy Chapters 5 until the end of 9. Found online at Biblegateway.com (just enter in the sections you need to read)

Jan 23 Before America

Required Reading:

http://www.bibliotecapleyades.net/vatican/esp_vatican29.htm#The%20Church

Read the entire text from the top scrolling all the way down to the bottom but you don't have to read any of the other links provided.

Foundations

Jan 28 Constitution

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 30-38

Jan 30 Articles of Confederation & Federalist Papers & Federalism

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 39-48

Feb 4 Declaration of Independence

Required Reading:

http://www.archives.gov/exhibits/charters/declaration_transcript.html

American Political Culture

Feb 6 Equality

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 100-117

Feb 11 Civil Rights

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 117-140

Feb 13 Liberty

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 142-162

Feb 18 Civil Liberties

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 162-180

Political Institutions

Feb 20 Congress

Required Reading:

Kernell, Jacobson & Krouser. *The Logic of American Politics* 186-206

Feb 25 The Presidency

Required Reading:

Kernell, Jacobson and Kausser. *The Logic of American Politics* 238-256

Feb 27 The Judiciary

Required Reading:

Kernell, Jacobson and Kausser. *The Logic of American Politics* 318-338

Mar 3 The Bureaucracy

Required Reading:

Kernell, Jacobson and Kausser. *The Logic of American Politics* 278-297

Mar 5 Elections

Required Reading:

Kernell, Jacobson and Kausser. *The Logic of American Politics* 388-405

Mar 10 Political Parties

Required Reading:

Kernell, Jacobson and Kausser. *The Logic of American Politics* 426-442

SECTION II TEXAS POLITICS

Mar 12 The Texas Constitution

Required Reading: Anderson, Murray & Farley *Texas Politics: An Introduction* 3-24

Mar 24 Texas State Legislature

Required Reading: Anderson, Murray & Farley *Texas Politics: An Introduction* 121-142

Mar 26 Texas Governor

Required Reading: Anderson, Murray & Farley *Texas Politics: An Introduction* 165-184

SECTION III CURRENT ISSUES FACING THE NATION

Mar 31 Health Care Act/Women's Health

Required Reading: AN IDEOLOGICAL RUMBLE - THE ABORTION ISSUE: Public opinion is polarized and bitter long after Roe vs. Wade ruling

<http://info.web.newsbank.com.lib->

e2.lib.ttu.edu/resources/doc/nb/news/10F03A826C57CE80?p=AWNB

Apr 2 Guns

Required Reading: *Iowa Grants Gun Permits to the Blind*

<https://www.usatoday.com/story/news/nation/2013/09/08/iowa-grants-gun-permits-to-the-blind/2780303/>

Cooke, Charles. *Remember The Bill of Rights?*

<http://lib->

e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=102351502&site=eds-live&scope=site

Apr 7 Oil

Required Reading: (required viewing – watch this documentary)

https://tubity.com/movies/417667/the_big_fix

Apr 9 Banks and Corporate America

Required Reading: <http://www.commondreams.org/views/2009/11/12/reflections-glass-steagall-and-maniacal-deregulation>

<https://www.moviefone.com/movie/the-big-short/20073079/where-to-watch/>

Apr 14 The Industrial Prison Complex

Required Reading: <http://www.theatlantic.com/magazine/archive/1998/12/the-prison-industrial-complex/304669/>

Apr 16 Welfare State

Required Reading: Moffitt, Robert *The Deserving Poor, the Family, and the U.S. Welfare System*

<http://lib->

e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eoh&AN=1504271&site=eds-live&scope=site

Apr 21 Media

Required Viewing

<https://www.youtube.com/watch?v=DnPmg0R1M04>

<http://lib->

[e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=25953408&site=eds-live&scope=site](http://lib-e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=25953408&site=eds-live&scope=site)

<https://www.youtube.com/watch?v=DN0IMXgeKu8>

Apr 23 Health Care: How it works in Canada/How it works in the USA

Required Reading:

<https://www.theatlantic.com/international/archive/2012/06/heres-a-map-of-the-countries-that-provide-universal-health-care-americas-still-not-on-it/259153/>

Apr 28 GMO's

Required Reading:

<https://www.youtube.com/watch?v=oVkw6YjqSfM>

<http://science.howstuffworks.com/environmental/green-science/organic-farming2.htm>

http://www.who.int/foodsafety/areas_work/food-technology/faq-genetically-modified-food/en/

Apr 30 Nov 28 Climate Change

Required Reading: <http://lib->

[e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94856578&site=eds-live&scope=site](http://lib-e2.lib.ttu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=94856578&site=eds-live&scope=site)

May 5 Last class: Exam review-I will give you your take home exam and its details. I will not email the exam to you, you have to come to class to get it.

Texas Core Curriculum:

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.

Students graduating from Texas Tech University should be able to develop ideas and express them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate effectively.

This will be assessed through the writing of three essays. All of the essays will be centered on the Constitution. It will also be assessed through in class discussion.

Course purpose:

The purpose of this course is to have students understand how the national and state governments operate. The students are to learn about how the three branches of government operate in relationship with the Constitution, both on the state and federal level. They are to learn about the both the federal Constitution and the state Constitution of Texas, state rights vs federal rights, civil rights vs civil liberties, how elections function on the state and federal level, the role of the citizen in American democracy on the state and federal level as well as the political role of communities on the state and federal levels. Students in this course will refine their critical thinking skills and how to communicate that critical thinking in both written and oral form.

Course objectives:

Critical Thinking Skills (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.-The students will have to demonstrate the ability to think critically about their state and nation and to show that by analyzing difficult concepts in both written and oral form. They will be asked to write three essays in the course, all of them centered on the constitution. What does it mean if the Federal constitution safeguards the right to bear arms but the constitution of the state of Texas declares that in Article 1 section 23 “Every citizen shall have the right to keep and bear arms in the lawful defense of himself or the State; but the Legislature shall have power by law to regulate the wearing of arms with a view to prevent crime.”? Does that mean the state of Texas has the right to take your guns away if they have the view to prevent a crime? These and other difficult questions will have to be examined, thought about and criticized in written form on all of the essays.

Expected Learning Outcomes: Upon completion of the course, students should be able to (assessment methods in parentheses):

- Have in depth knowledge of both the Federal and Texas Constitutions (Essays, exams and group discussions)
- Use appropriate terminology and critical models to analyze state rights vs federal rights, civil rights vs civil liberties, (All activities)

- Have in depth knowledge of the role of the citizen in American democracy on the state and federal level as well as the political role of communities on the state and federal levels. (Essays and final exam as well as group discussions)
- Critically assess both primary and secondary sources. (Essays, and Final Exam)

Communication Skills (COM): To include effective development, interpretation and expression of ideas through written, oral and visual communication. The students will be assessed on their ability to understand, interpret and expand on ideas by being involved in group discussions throughout the semester. The Honors College provides students with small classrooms so that debate and discussion is possible. 10% of their grade will come directly through discussion. The syllabus is quite clear that “Your participation mark is not attendance. If you are the type of student who does not like to speak in class you will need to create questions in advance to ask in class; if you say nothing all semester you will receive a zero for participation.” Political discussions are heated and difficult. This course does not shy away from difficult topics but tackles them directly by having entire lectures based around those heated topics. During those lectures, the students will refine their ability to communicate their ideas orally. Students will also expand on those oral discussions in written form in their essays.

THECB Core Curriculum Objectives Description

The Texas Higher Education Coordinating Board (THECB) has developed a core curriculum required of all undergraduate students enrolled at public institutions of higher learning in the state of Texas. The purpose of the core curriculum is as follows:

Through the core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning.

Critical Thinking Skills (CT): To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. (Assessments: Essays 1,2 & 3 Assessing your critical skills analyzing primary documents.)

Communication Skills (COM): To include effective development, interpretation and expression of ideas through written, oral and visual communication. (Assessments: 2nd and 3rd Essay, and participation, verbal communication)

Teamwork (TW): To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. (Assessments: Oral presentations and participating in class discussions)

Social Responsibility (SR): To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (Assessments: Examination and participation, students will demonstrate knowledge of the implications of civic engagement)

Personal Responsibility (PR): To include the ability to connect choices, actions and consequences to ethical decision-making. (Assessments: Essays, students will comment on the relationship between individual action and consequences for Texas communities throughout history.)

Government/Political Science

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

(Assessments: Assessments: 2nd and 3rd Essay, and participation, verbal communication)

TTU College Level Core Competency Statement:

Government/Political Science: Students graduating from Texas Tech University should demonstrate an understanding of the organization and functions of the different levels of government in the United States, be able to explain the importance of the United States Constitution and those of the states, and be able to comment on the role of civic engagement in United States politics and culture.

Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems
(Assessments: Assessments: 1st 2nd and 3rd Essay, and participation, verbal communication)

THECB Foundational Component Area Criteria Description

Government/Political Science

Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.

(Assessments: Essays 1,2&3)

TTU College Level Core Competency Statement:

Government/Political Science: Students graduating from Texas Tech University should demonstrate an understanding of the organization and functions of the different levels of government in the United States, be able to explain the importance of the United States Constitution and those of the states, and be able to comment on the role of civic engagement in United States politics and culture.

Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems
(Assessments: Essays 1,2&3)

TTU Core Curriculum Student Learning Outcomes

Government/Political Science: Students graduating from Texas Tech University should demonstrate an understanding of the organization and functions of the different levels of government in the United States, be able to explain the importance of the United States Constitution and those of the states, and be able to comment on the role of civic engagement in United States politics and culture.

Demonstrate knowledge of the origins and evolution of U.S. and Texas political systems

This will be shown through writing three essays, one exam and through oral discussions. The purpose of this course is to have students understand how the national and state governments operate. The students are to learn about how the three branches of government operate in relationship with the Constitution, both on the state and federal level. They are to learn about both the Federal Constitution and the state Constitution of Texas, state rights vs federal rights, civil rights vs civil liberties, how elections function on the state and federal level, the role of the citizen in American democracy on the state and federal level as well as the political role of communities on the state and federal levels. Students in this course will refine their critical thinking skills and how to communicate that critical thinking in both written and oral form.

This will be shown through writing three essays, one exam and through oral discussions. The

ADA STATEMENT:

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806-742-2405.

ACADEMIC INTEGRITY STATEMENT:

Academic integrity is taking responsibility for one's own class and/or course work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching, and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures grades are earned honestly. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers. [Texas Tech University ("University") Quality Enhancement Plan, Academic Integrity Task Force, 2010]

RELIGIOUS HOLY DAY STATEMENT:

"Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Texas Tax Code §11.20. A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. A student who is excused under section 2 may not be penalized for the absence; however, the instructor may respond appropriately if the student fails to complete the assignment satisfactorily.

DISCRIMINATION, HARASSMENT, AND SEXUAL VIOLENCE STATEMENT:

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc/> (Provides confidential support on campus.) TTU 24-hour Crisis Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, voiceofhopelubbock.org (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, <https://www.depts.ttu.edu/rise/> (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttppd/> (To report criminal activity that occurs on or near Texas Tech campus.)

CIVILITY IN THE CLASSROOM STATEMENT:

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. Likewise, faculty members are expected to maintain the highest standards of professionalism in all interactions with all constituents of the university (www.depts.ttu.edu/ethics/mataadorchallenge/ethicalprinciples.php).

LGBTQIA SUPPORT STATEMENT*:

I identify as an ally to the lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) community, and I am available to listen and support you in an affirming manner. I can assist in connecting you with resources on campus to address problems you may face pertaining to sexual orientation and/or gender identity that could interfere with your success at Texas Tech. Please note that additional resources

**are available through the Office of LGBTQIA within the Center for Campus Life,
Student Union Building Room 201, www.lgbtqia.ttu.edu, 806.742.5433.”**