Course Description: **THE PEOPLE OF TEXAS**, speaking through their State Constitution, have determined that all citizens, in order to properly perform the duties of citizenship, need to be familiar with the Constitution of the United States and the Texas State Constitution. To fulfill this need, Texas Law requires that six semester hours dedicated to that purpose be completed by all students attending institutions of higher learning receiving state funds. Here at Angelo State University, this requirement is met by taking POLS 2305 and 2306.

Constitutions are the central legitimating symbols of Texan and American political life. Texan and American citizens therefore need to understand how their constitutions frame political controversy and how they influence political and social change. To that end, we will study important debates concerning *democracy* and the meaning of *liberty* and *equality* from the Founding until the present day. We will examine the important function of *citizenship* and of *federalism* in our democracy. We will also discuss the distinctive political culture of Texas.

TEXTS AND READINGS

Required Texts:
1. Miscellaneous readings related to DEMOCRACY IN TEXAS linked within each Lesson.
3. *Lawler and Schaefer, American Political Rhetoric*, Rowman and Littlefield, ISBN: 978-1-4422-3219-8 (hereafter this text will be referred to as APR)

GRADING

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<td>Journal</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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<td>Extra Credit: Movie Blog</td>
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JOURNAL

Each week (except for exam weeks) students will be required to write a Journal entry reflecting on the questions, problems, ideas, etc., which arise from the readings assigned for that week. Each entry must be a minimum of 500 words in length. These must be posted by the end of each week (i.e., 11:59:59pm CST, each Saturday). Detailed instructions on writing and posting are on Blackboard.
EXAMS

The exams in this class consist of multiple short essays. The midterm exam will be due by 11:59:59 CST Friday, 10/9/20. The final exam will be due at 11:59:59pm CST on Monday 11/22/20.

EXTRA CREDIT: MOVIE BLOG

I have provided a list of movies, which you may watch and write about for extra credit. You will find a tab with the list and detailed instructions on Blackboard. Extra credit is considered while final grades are being tabulated. It is not worth any standard amount of points, but in close cases may cause a student’s final grade to be bumped up to the next letter. Any effects of extra credit on one’s grade will not be visible in Blackboard at any time but will only become apparent in the final course grade in Ramport.

Honor Code: Cheating, plagiarism, and other violations of the honor code will not be tolerated. Any violation of this policy will result in automatic failure for the course. See ASU’s policies at http://www.angelo.edu/forms/pdf/honorcode5.pdf

COURSE OUTLINE

Lesson I. Lawabidingness, Natural Rights, and Love of Country
See Lesson 1 in Blackboard for an introduction and questions to help guide your reading.

Week One
1. Watch: The Man Who Shot Liberty Valance
2. Abraham Lincoln, Lyceum Address

Week Two
4. We obey the law because it is self-imposed, and out of enlightened self-interest. Alexis de Tocqueville, Democracy in America, (DA, 96-97)
5. Martin Luther King, Jr., “Letter from a Birmingham Jail” (especially pp. 3-4)
6. The (U.S.) Declaration of Independence (APR, 7-10)
7. The Texas Declaration of Independence

Lesson II. Liberty, Equality, and Race
See Lesson 2 in Blackboard for an introduction and questions to help guide your reading.

Week Three
1. Frederick Douglass, “The Meaning of the Fourth of July for the Negro” (1852)
2. Dred Scott v. Sandford (1857) (APR, 205-209)
3. Thomas Jefferson, Draft of the Declaration of Independence (APR, 210-211)
5. Abraham Lincoln, “Speech on the Repeal of the Missouri Compromise” (APR, 212-217)
6. Douglass, “Address on the Promotion of Colored Enlistment” (APR, 217)

**Week Four**
7. [Short video on Sam Houston](#); and [2nd video](#)
8. [Texas Declaration of Secession](#)
10. Abraham Lincoln, Gettysburg Address (APR, 218-19)
11. MLK, “I Have a Dream”
13. Robert Goldwin, “Why Blacks, Women, or Jews are Not Mentioned in the Constitution”

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**Lesson III. What is the Character of Democracy in Texas?**

*See Lesson 3 in Blackboard for an introduction and questions to help guide your reading.*

**Week Five**
B. At the American Founding: How the Founders distinguished between “democracy” and “republic” as two forms “popular government.” The problem of “faction” and the Founders’ solution.
   1. Federalist 10 (APR, 12-19 [especially pp. 16-17])
   2. Federalist 39 (APR, 43-44)
C. Tocquevillian Democracy.
   1. Tocqueville's Introduction, discussing the march of democracy and "equality of conditions" (DA, 1-6)
   2. The Omnipotence of the Majority (DA, 102-104, 106-109, 110-113, 117-118)
   3. Equality has both noble and depraved forms (DA, 41)
   4. Why democratic peoples tend to choose equality over liberty. (DA, 201-204)
   5. “What Kind of Despotism Democratic Nations Have to Fear” (DA, 304-309)

**Week Six**
D. Tocquevillian Liberty
   1. Liberty. (DA, 31-32)
   2. Rights. (DA, 93-96)
E. How in Texas elements of extreme democracy characteristic of the American West blend with vestigially aristocratic elements from the American South to produce what Prof. Peter Lawler has called, “democratized Southern Stoicism.”
   1. On the social state (DA, 34-41 [esp. 34-36 and 39], 157-59, 162-64)
   2. How aristocracy has its virtues as well as its vices.
      a. Walker Percy, *Virtue and Vice in the South*
      b. “What is Southern Stoicism?” an interview with Prof. Peter Lawler
Lesson IV. Texas and American Federalism

See Lesson 4 in Blackboard for an introduction and questions to help guide your reading

Week Seven

   a. Preamble and Article I, Sec. 1, cl. 1 (APR, 379)
   b. Art. I, Sec. 8 (APR, 382-83)
   c. Art. I, Sec. 10 (APR, 384)
   d. 1st and 2nd Amendments (APR, 389)
   e. 10th Amendment (APR, 391)

2. Texas Constitution, Article I

3. Federalist #10, second half only (APR, 17-19)

4. Federalist #39 (APR, 44-47)

5. Thomas Jefferson, First Inaugural Address

6. Jefferson, Notes on the State of Virginia (APR, 47-49)

7. Tocqueville on local self-government (DA, 45-46; 68-73; 102, footnote 1)


9. U.S. v. Lopez (APR, 63-66)

Week Eight: Midterm Exam due Friday 10/07/20

Lesson V. Republican Government in the State of Texas

See Lesson 5 in Blackboard for an introduction and questions to help guide your reading.

Week Nine

A. Separation of Powers
   1. Texas Constitution, Article II
   2. Federalist 47 (APR, 19-25)
   3. Federalist 48 (APR, 25-29)
   4. Federalist 51 (APR, 32-36)

B. Legislative Power
   1. Outline of the Texas Legislative Branch
   2. Texas Constitution, Article III, Sections 1-7, 25, and 26
   3. Federalist 57 (APR, 69-70)

Week Ten

4. Federalist 63 (APR, 74-76)

C. Executive Power
   1. Outline of Texas Executive Branch
   2. Texas Constitution, Article IV, Sections 1-4, 7-8, 10-11, 14-16, 21-23
   3. Federalist 70 (APR, 76-77)
   4. Federalist 71 (APR, 77-79)
   5. Federalist 73 (APR, 79-82)
Lesson VI. Judicial Power and Republican Government

See Lesson 6 in Blackboard for an introduction and questions to help guide your reading.

Week Eleven

D. Judicial Power and Constitutional Rights
1. Outline of Texas Judicial System
2. Texas Constitution: Article V, Article I (The Bill of Rights), and Article XVII
4. Federalist 78 (APR, 108-114)
5. Marbury v. Madison, (APR, 117-118) [start half way down on p. 117 where it begins "The question . . ."]
8. Abraham Lincoln, First Inaugural Address (APR, 119-120)
9. Franklin D. Roosevelt, "Court Packing Address" (APR, 120-123)

Week Twelve

10. William Brennan, "Speech to the Text and Teaching Symposium" (APR, 123-129)
11. Robert Bork, “Testimony before the Senate Judiciary Committee”
12. Jefferson and Madison “On the Binding of Generations” (same link as Bork)
13. Federalist 49 (APR, 29-32)

VI. Religion, Democracy, and Equality of the Sexes in Texas

See Lesson 7 in Blackboard for an introduction and questions to help guide your reading.

Week Thirteen

A. Religion and the Constitution
1. U.S. Constitution, 1st Amendment (APR, 389)
2. Texas Constitution; Preamble
3. Texas Constitution, Article I, Section 4-7

B. Religion Seen as a Political Institution in Democracy
1. George Washington, Farewell Address (APR, 41-42)
2. George Washington, Thanksgiving Proclamation
3. Northwest Ordinance (APR, 129-30)

C. Religion Seen as a Political Problem
3. Attorney General William F. Barr, Remarks on Secularism at the University of Notre Dame
Week Fourteen

D. Tocqueville’s view of women’s equality and its consequences for democracy

1. “The Influence of Mores upon the Maintenance of Democratic Institutions in the United States” (DA, 128)
2. “The Education of Young Women in the United States” (DA, 258-60)
4. “How the Americans Understand Equality of the Sexes” (DA, 265-68)

Final Exam due Monday 11/22/20

Last day to turn in extra credit is 11/25/20

University Policies

All students are required to follow the policies and procedures presented in these documents:
Angelo State University Student Handbook
Angelo State University Catalog

Religious Holidays:
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information. It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Student Disability Services:
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is: Ms. Dallas Swafford
Director of Student Disability Services 325-942-2047dallas.swafford@angelo.edu Houston Harte University Center 112

Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:
Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Required Use of Masks/Facial Coverings by Students
As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Course Goals
We will be working on 4 Core Objectives: Critical Thinking (CT), Communication Skills (CS), Social Responsibility (SR), and Personal Responsibility (PR). Each of these Core Objectives contains its own Student Learning Objectives (SLOs), with 8 in total. We are going to pursue all of these objectives as we proceed through the course. Your progress towards these objectives will be assessed through your performance on the requirements listed below.