

**POLS 2306.040: Texas Government
Spring 2022
Mr. Jeremy Schmuck**

Classroom: N/A Meeting Time: N/A	Email: jschmuck@angelo.edu Office Location: Ras 223, Blackboard Collaborate Office Hours: TR 9:00-11:00 am, MWF 2:00-3:00 pm, and by appointment Office hours held in person and through Blackboard Collaborate at the designated times. Use of other video-conferencing software possible by appointment.
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Course Description and Objectives

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 those of the several states (especially of the State of Texas). 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.

Upon completion of this course the student should

Identify and evaluate the core principles of Texas government and their influence on the structure and daily practice of Texas politics.

Identify the powers, offices, and roles of the legislative, executive, and judicial branches of the Texas government.

Evaluate the role of public opinion, interest groups, political parties, campaigns, and elections in the Texas political system.

Evaluate the tension between liberty and equality in Texas and American government.

ASU Student Learning Objectives

CT1: Gather, analyze, evaluate, and synthesize information relevant to a question or issue

CT2: Develop and demonstrate a logical position (i.e. perspective, thesis, hypothesis) that acknowledges ambiguities or contradictions.

CS1: Develop, interpret, and express ideas through effective written communication

CS2: Develop, interpret, and express ideas through effective oral communication

SR1: Demonstrate intercultural competence

Textbook and Readings:

Required Text: Young, Earle M. *The Great State of Texas: Fundamental Concepts in Texas Government & Politics*. 2nd Edition. Kendall Hunt Publishing.

Additional readings to the textbook will be linked and posted in Blackboard. These readings must be printed out and brought to class on the day they are assigned.

Students will need access to Blackboard to submit completed assignments and retrieve readings. Please contact ASU's Information Technology department for any issues with accessing the Blackboard online learning environment immediately to avoid falling behind in class work.

Course Policies

Electronic Devices

Use of electronic devices such as cell phones, tablets, and laptops is strictly prohibited. These devices should not be seen or heard by anyone. All cell phones should be stowed away before entering the classroom. Flagrant violators of this rule will be asked to leave and counted absent.

Academic Integrity

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own.

Cheating, plagiarism and other violations of the honor code will not be tolerated. See ASU's policies at <https://www.angelo.edu/forms/pdf/honorcode5.pdf>.

Course Grading

Grades in this course will be determined by the following components:

Class Participation	20%
Quizzes	10%
Reflections	20%
Test 1	15%
Test 2	15%
Final Exam	20%

Class Attendance

This course works best when students actively engage in the online forums.

Attendance for an online course is regular participation and completion of assignments. For this course there are weekly discussion forums in which students should participate.

Missed participation for illness or family emergencies will be granted at the discretion of the instructor and consistent with University policy, on the condition that documentation is provided to verify the cause of the absence. Documentation for excused absences must be submitted to me by the day of the final exam. Special circumstances which affect attendance will always be considered if the instructor is informed ahead of time.

Unresolved technical issues do not exempt students from penalties for late work or missed participation. If you encounter technical issues which prevent your completing assignments or participating please contact ASU's ITS and also notify the instructor as soon as possible.

Course Assignments

Class Participation

Class participation is based on student contributions to the weekly discussions. These discussions will be prompted at the beginning of each week. Students will need to respond to the prompt with their own original response by 11:59 pm on Thursday of that week (basically midnight Thursday, but technically midnight is 12:00 am of Friday sooo 11:59 it is). Students then need to make substantive responses to at least two peers. These responses need to be posted by 11:59 of Sunday of the following week.

Comments should be no less than 200 words and should include reference to at least one argument from the assigned readings using parenthetical citations (e.g., (King 1947) when there is no page number to reference or (Tocqueville 2000, 194) when there is a page number to reference).

Comments and responses will be evaluated for their substance, originality, and ability to reference and incorporate ideas from the course readings.

Quizzes

Starting on the Monday of the second week, students will take weekly review quizzes for the previous week's material. These quizzes will be made available on that Monday and students will have until that Thursday to complete the quiz. Quizzes will comprise multiple choice, true/false, multiple answer, and short answer questions.

Reflections

Students will complete and submit to Blackboard four reflective essays. Students will need to craft a clear answer in response to a prompt—which will be distributed to the class the Friday preceding the due date—which will require them to concisely explain and evaluate the ideas and arguments from the preceding weeks. Each reflection should be between 500 words each. For each interval of 10% above or below this word limit a letter grade will be deducted: (e.g. 449/551 words = essay begins with a B, 399/601 words = essay begins with a C, etc.). Words found in parenthetical citations do not count against the word limit. (You'll need to count how many words are in these citations and subtract from the Word processor word count).

Tests

There will be two tests. Each test will consist of a battery of multiple-choice questions which will require the student to identify and apply multiple concepts. Tests will be taken online using the Respondus browser application. The tests will be made available on the day they are listed in the syllabus and students will have until 11:59 the following Monday to complete the tests.

Examination

This class will have a final examination. This exam will consist of a battery of multiple-choice questions. The exam is cumulative.

Assigned Readings

Week/Date	Topic	Reading(s)
Week 1	Political Education and Republican Government	
1/17	MLK Day	No reading
1/19	Introduction: The Purpose of Education	King, Martin Luther, Jr. 1947 "The Purpose of Education." Morehouse College (see attached) Mann, Horace. 1842. "Go Forth and Teach" (see attached)
1/21	The demoralization of politics	Chapman, Bruce K. "Representative Democracy and its Malcontents" in <i>Politicians: The Worst Kind of People to Run the Government, Except for All the Rest</i> : 35-41. Tocqueville, "On Public Officials Under the Empire of American Democracy," In <i>Democracy in America</i> : 194-199.
Week 2	The Democratic-Republic Polity	

1/24		Majority Rule	Hayek, F. A. 1960. "Majority Rule" In <i>The Constitution of Liberty</i> : 103-110.
1/26		Policy and Civic Competence	Jefferson, Thomas. "On Citizenship." In <i>Readings in American Government</i> . Tocqueville, Alexis de. "On the Arbitrariness of Magistrates..." and "Administrative Instability in the United States." In <i>DA</i> :
1/28		The Small Republic	Storing, Herbert J. "The Small Republic." In <i>What the Anti-Federalists Were for</i> : 15-23.
Week 3		Texas Founding	
2/7		Origins of Texas Politics	Young. "Chapter 1: Six Flags over Texas": 3-14.
2/9		Fundamental Principles of Texas Politics	Texas Declaration of Independence US Declaration of Independence
2/11			Lincoln, Abraham. 1857. "The Meaning of the Declaration of Independence." King, Martin Luther, Jr. 1963. "I Have a Dream" Young, "Chapter 5: Texas Declaration of Independence": 71-88.
Week 4		The People	
		Constituting the Republic of Texas	Reflection 1 Due Young, "Chapter 6: Texas Constitutions": 89-92. Read up to "Features of the Current Texas Constitution." Young, "Chapter 2: Texas Political History I": 17-22. Read up to "Populist Era"
			Tocqueville, Alexis de. "Position that the Black Race Occupies in the United States; Dangers Incurred by Whites from Its Presence." In <i>DA</i> : 326-330, 337-344, 345-348.
		Segregation	<i>Plessy v. Ferguson</i> Du Bois, W. E. B. 1921. "President Harding and Social Equality." In <i>Writings: Essays</i> : 1188-1194. <i>Bolling v. Sharpe</i>
Week 5		The People	

2/14	Assimilation, Amalgamation, Accommodation	Du Bois, W. E. B. 1919. "Jim Crow" In Writings: Essays: 1177-1178. Lind, Michael. Selected Passages on the 'American Race'. In <i>Hamilton's Republic: Readings in the American Democratic Nationalist Tradition</i> : 51, 53-55, 67-70, 71-74, 75-78.
2/16		Young. "Chapter 4: Texas Political Culture and Demographics.": 61-68.
2/18	Test 1	Test 1
Week 6	Texas within the American Federal System	
2/21		Young, "Chapter 8: National and State Constitutional Powers.": 117-132.
2/23		Madison, Excerpt from "The Work of the Constitutional Convention" 33-37. Brutus XV
2/25		<i>Roe v. Wade</i>
Week 7	The Democratic-Republic of Texas	
2/28		Reflection 2 Due Young: Chapter 6: Texas Constitutions": 92-100. Begin with "Features of the Current Texas Constitution." Young. "Chapter 2: Texas Political History I": 22-34. Begin with "Populist Era"
3/2		Young. "Chapter 19: Public Policy Process in Texas.": 285-298.
3/4		No Reading
Week 8	Public Opinion and Policy: The Cool and Deliberate Sense of the People	
3/7		Tocqueville, Alexis de. "On the Power that the Majority Exercises over Thought." In <i>DA</i> : 243-248. Young. "Chapter 7: Freedom of Speech and the Press.": 101-108. <u>Read up to</u> "Role of a Free Press."
3/9		Young. "Chapter 7: Freedom of Speech and the Press.": 108-116. <u>Begin with</u> "Role of a Free Press."

3/11			<p>Chapman, Bruce K. "The Rise of the Middlemen." In <i>Politicians</i>: 119-127.</p> <p>Chapman, Bruce K. "The Iron Square of Influence: Bureaucrats." In <i>Politicians</i>: 139-46.</p> <p>Chapman, Bruce K. "The Iron Square: Media." In <i>Politicians</i>: 139-46.</p>
Week 9		Spring Break Week	
3/14		Spring Break	No Reading
3/16		Spring Break	No Reading
3/18		Spring Break	No Reading
Week 10		Texas Local Government	
3/21			Young. "Chapter 9: Local Government.": 133-146.
3/23			Tocqueville, Alexis de. "Absence of Administrative Centralization." In <i>DA</i> : 250-251.
3/25		TEST 2	Test 2
Week 11		Texas Branches of Government: Legislature	
3/28			Young. "Chapter 10: Texas Legislative Power.": 149-158.
3/30			Young. "Chapter 11: Texas Legislative Process.":
4/1			No Reading
Week 12		Texas Branches of Government: Executive	
4/4			Reflection 3 Due
			Young. "Chapter 12: The Texas Governor.": 171-184.
4/6			Young. "Chapter 13: The Texas Executive Department.": 185-200.
4/8			No Reading
Week 13		Texas Electoral Politics	
4/11			Young. "Chapter 15: Voting and Participation.": 217-232.
4/13			No Reading
4/15			<p>Young. "Chapter 16: Political Parties.": 217-232.</p> <p>Chapman, Bruce K. "The Parties: Politicians' Allies Under Siege." In <i>Politicians</i>: 89-97.</p>

Week 14		Texas Politicians	
4/18			Young. "Chapter 3: Texas Political History II.": 35-50. Chapman, Bruce K. "What Makes a Politician Successful?" In <i>Politicians</i> : 181-208.
4/20			No Reading
4/22			Young. "Chapter 17: Political Campaigns.": 217-232.
Week 15		Texas Politicians	
4/25			Chapman, Bruce K. "What Makes a Politician Good?" In <i>Politicians</i> : 209-231.
4/27			No Reading
4/29			Chapman, Bruce K. "How Can a Good Politician Survive?" In <i>Politicians</i> : 245-261. Last Day to Drop
Week 16		Texas Branches of Government: Judiciary	
5/2			Reflection 4 Due Young. "Chapter 14: The Texas Judicial System.": 201-214.
5/4			TBA
5/6			TBA
Week 17		Exams Week	
5/11			Final Exam

University Policies

Students Needing Accommodations

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 the Houston Hart University Center, Office Suite 112, or call 325.942.2047.

(See ASU OP 10.24, <https://www.angelo.edu/live/files/27350-op-1024-establishing-reasonable-accommodation-for>, emphasis added)

Title IX

Angelo State University (ASU) 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. Therefore, ASU prohibits discrimination based on sex and other types of sexual misconduct, including but not limited to sexual harassment, sexual assault, dating violence, and stalking.

For more information on how to report, or to learn more about our policy and process, please visit <https://www.angelo.edu/current-students/title-ix/> and the ASU Student Handbook <https://www.angelo.edu/live/files/27603-student-handbook-2020-21>.

For more information on ASU's policy and compliant procedures regarding discriminatory harassment, see Angelo State University Operating Policy 16.02 (<https://www.angelo.edu/live/files/22689-op-1603-sexual-harassment-sexual-assault-sexual>).

Military Student Advisory

Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements). You are also encouraged to visit the Veterans Educational and Transitional Services (VETS) Center, Houston Hart University Center, 113325-486-VETS (8387). <https://www.angelo.edu/active-duty-veterans/>

Student Absence for Observance of Religious Holy Day

"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

(See ASU OP 10.19 <https://www.angelo.edu/live/files/14206-op-1019-student-absence-for-observance-of>, emphasis added.)

Additional ASU Student Policies

Students should reference the ASU Student Handbook for additional policies. The 2021-2022 Handbook can be found at <https://www.angelo.edu/live/files/27603-student-handbook-2020-21>.

The Purpose of Education
Martin Luther King, Jr.
1947

It seems to me that education has a two-fold function to perform in the life of man and in society: the one is utility and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life.

Education must also train one for quick, resolute and effective thinking. To think incisively and to think for one's self is very difficult. We are prone to let our mental life become invaded by legions of half truths, prejudices, and propaganda. At this point, I often wonder whether or not education is fulfilling its purpose. A great majority of the so-called educated people do not think logically and scientifically. Even the press, the classroom, the platform, and the pulpit in many instances do not give us objective and unbiased truths. To save man from the morass of propaganda, in my opinion, is one of the chief aims of education. Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction.

The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.

....

We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.

“Go Forth and Teach”
Horace Mann
1842

If the majority of a self-governing people are sober-minded, enlightened, studious of right, capable of comparing and balancing opposite interpretations of a fundamental law, or opposite views of a particular system of policy; then all appeals addressed to them in messages, speeches, pamphlets, and from the thousand-tongued newspaper press, will be calm, dispassionate, adapted at once to elucidate the subject under consideration and to instruct and to elevate the mind of the arbiters.¹ But, on the other hand, if the people are ignorant, fickle, averse to or incapable of patient inquiry, prone to hasty decision from plausible appearances, or reckless from prejudice or passion, then the demagogues² who address, will adapt themselves to the dupes³ who hear, just as certainly as the hunter adapts his lure to the animal he would ensnare; and flattery,⁴ imposture, falsehood, the vindication and eulogy⁵ of fellow partisans⁶ however wicked, and the defamation⁷ of opponents however virtuous will be the instruments by which a warfare, destructive in the end alike to victors and vanquished, will be waged. Let the spirit and tone of our congressional and legislative speechmakers, and the language of political press thought the country, decide the question, which of the above described classes they consider themselves as addressing....

¹ “Arbiters” are those who have the power to decide a disputed question. In democratic elections, this means the people, or, more precisely, the voters.

² A demagogue is “a political agitator who appeals to the passions and prejudice of the mob in order to obtain power or further his own interests” (definition from the Oxford English Dictionary).

³ A dupe is “one who allows himself to be deceived or deluded; one who is misled by false representation or notions. (OED).

⁴ A flatterer “employs false praise to obtain favor or otherwise serve his own purposes (OED).

⁵ Praise

⁶ A partisan is a member of one's own party or, more generally, one who is loyal to one side in a dispute.

⁷ To defame is to attack someone's reputation, especially through rumors or reports.