

## SPRING 2012

Gov. 310L  
Introduction to American  
and Texas Politics  
Unique # 38500  
Lectures: TuTh, 8 to 9:15 a. m.  
FAC 21

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### Statement of Purpose

The purpose of this course is not only to provide useful information and a point of view with which to understand politics in the state and the nation. I am an explicitly normative teacher; that is, I try to supply students with the ideal of a democratic polity as well as the reality of the system, in order that they may compare the reality with the ideal and evaluate the results. In other words, I hope to help my students become better citizens.

### Required Reading

American Government and Politics Today, 2010–2011 Brief ed.  
by Steffen Schmidt, Mack Shelley, and Barbara Bardes

Texas Politics, 11<sup>th</sup> ed., by Charldean Newell, David Prindle,  
and James Riddlesperger

There is a variety of ways to purchase these two books:

1. In printed form, they are available as a "streamlined custom text" at the Co-op. This single volume consists of selected chapters from the two textbooks that are substantially discounted. You can also buy the whole printed books off the Cengage Website (see below), but you will pay more than for the custom package at the Co-

op.

2. Virtually, they are available as e-books on the Cengage Publisher Website. This way is substantially cheaper than buying the paper copy.

a) To purchase the e-book version of both titles, go to the following Website:

<http://www.cengagebrain.com/shop/micro/utacampus>

b) Once there, click on the "Select a course" drop-down menu and choose "GOVT 310L American Government—Prindle"

c) Both books will appear with three purchase options: print book, e-book, and individual e-chapters. Click on "add to cart" for the option you want to purchase.

d) After that, the site will walk you through the purchase process and you will receive immediate access to the e-book content.

e) If you have some sort of trouble accessing or using this site, you can get in touch with Richard Colangelo, who is the Cengage (Wadsworth) representative for this campus. He is familiar with this class because he took it from me when he attended UT some years ago. He wants to be helpful. His email address is: Richard.Colangelo@cengage.com

### Lecture Topics

#### I. Background and context

Read: Schmidt, Shelley, and Bardes, Chapter 2; the "Declaration of Independence" (p. 359); Federalist #51, (p. 381); Chapter 4, but only pages 65–85; and Chapter 5

<u>Date</u>	<u>Topic</u>
January 17	What is politics?
19	The Liberal legacy in American politics
24	Democratic theory
26	Origins of American political thought (Background to the Constitution)
31	Freedom of expression

#### II. Participation

Read: Schmidt, Shelley, and Bardes, Chapter 7, but omit pages 155–161

February	2	Participation
	7	Political parties
	9	Interest groups
	14	Elections of 2008 and 2010
	16	Test review
	21	FIRST TEST

### III. Institutions

Read: Schmidt, Shelley, and Bardes, Chapters 9, 10, and 12

February	23	Congress, I: Structure and behavior
	28	Congress, II: Legislating
March	1	Presidency, I: The office
	6	Presidency, II: historical examples
	8	Presidency, II, continued
	13 and 15	SPRING BREAK—NO CLASS
	20	Judiciary
	22	Federal Reserve Board

### IV. Implementation

Read: Schmidt, Shelley, and Bardes, Chapter 11

March	27	Bureaucracy
	29	Implementation
April	3	Test review
	5	SECOND TEST

### V. Texas

Read: Newell, Prindle, and Riddlesperger, Chapters 1 (omit pages 3–19), 2, 3, 4, 5, 6, 7, 8, and 10

April	10	Texas: History, society, and constitution
	12	Parties; also, Legislature
	17	Legislature, continued
	19	Executive Branch
	24	Judiciary
	26	Policy problem: water supply
May	1	Water supply, continued
	3	Test review
	15 (Tuesday)	FINAL EXAM (2 to 5 p. m.)

### GRADING POLICY

There are three tests in this class, the score on each of which counts one third of your grade. At the end of the semester, an average of 92.3 or higher will earn an "A," 90 to 92 will earn an "A-," 88 to 89.7 will earn a "B+," 82.3 to 87.7 will earn a "B," 80 to 82 will earn a "B-," 78 to 79.7 will earn a "C+," 62.3 to 77.7 will earn a "C," 60 to 62 will earn a "C-," and 50 to 59.7 will earn a "D." People who have missed one or more of the three assignments, or who average below 50, will receive an "F."

I may make some minor adjustments in these averages to reflect class participation.

Test days are Tuesday, February 21, Thursday, April 5, and Tuesday, May 15, at 2 p. m.

### TESTS

Each test will consist of twenty-five multiple-choice questions, worth two points each (fifty points) and ten short-answer questions worth five points each (fifty points).

**Multiple-choice questions:** These will be in standard format, in which you will be given five possible choices with which to complete or answer a sentence. All, or almost all, the concepts that might appear on the tests are listed below.

**Short-answer questions:** You will be asked to define, then give the importance (significance) of, a concept relevant to American or Texas politics. These concepts will be drawn from the same list as those on the multiple-choice part of the exam, listed below.

Because it is impossible to predict the direction of every conceptual discussion ahead of time, I may make a few additions to and subtractions from the following list of concepts during the course of the semester. Therefore, you should keep in mind that THE TEST TERMS WILL BE DRAWN FROM THE LIST I PUT ON THE SCREEN EVERY DAY, not from this syllabus. Basically, however, the following list contains almost all of the concepts that you will be expected to know.

#### First Test:

Concepts from the reading: (from Schmidt, Shelley, and Bardes), Chapter 2: Shays' Rebellion; Great Compromise; checks and balances; Chapter 4: Engel v. Vitale; Gitlow v. U. S.; Edwards v. Aguillard; Washington v. Glucksberg; from the "Declaration of Independence:" "the consent of the governed;" from Federalist #51: "opposite and rival interests;" Chapter 5: civil rights; Brown v. Board of Education of Topeka; Voting Rights Act; Equal Pay Act;

University of California v. Bakke; Chapter 7: Card-Check Bill; AARP; Astroturf lobbying; platform

Concepts from the lectures: "voter identification" law; politics; The Keating Five; ideology; political ideology; Classical Conservatism; Classical Liberalism; Classical Socialism; modern conservatism; modern liberalism; ideological opinions; operational opinions; legitimacy; democracy; majority rule; personal liberty; legal equality; choice among alternatives; freedom of speech; public processes; 22<sup>nd</sup> Amendment; "selling out on principles;" consent; self-evident truths; republicanism; Articles of Confederation; reconcile the irreconcilable; ambition to counteract ambition; separation of powers; 10th Amendment; "necessary and proper" clause; "contract" clause; annexation of Texas; First Amendment; tyranny of the majority; clear and present danger; marketplace of ideas; New York Times v. Sullivan; Skokie v. National Socialist Party; Respect For America's Fallen Heroes Act; Freedom House; rules of participation; American vs. foreign party organization; weak parties; party identification; comparative national turnout; single-member district system; proportional representation; class bias in turnout; party voting cohesion; direct primary; Linda McMahon and Meg Whitman; Jim Nicholson; rules of formation of interest groups; individual goods; collective goods; access; PhRMA; Graduate School of Political Management; iron triangles; Farm Security and Rural Investment Act of 2002; MADD; Reagan coalition; Democratic coalition; retrospective voting; McCarthyism; a good democratic election? Tea Party

#### Second Test:

Concepts from the reading: (from Schmidt, Shelley, and Bardes), Chapter 9: the "politico" style; gerrymandering; authorizations versus appropriations; Chapter 10: Clinton v. City of New York; Youngstown Steel and Tube Company v. Sawyer; United States v. Nixon; 25<sup>th</sup> Amendment; Chapter 12: *stare decisis*; FISA; Marbury v. Madison; judicial implementation; Chapter 11: 0.1 percent; FOIA; Whistle-Blower Protection Act

Concepts from the lectures: constituency service; pork barrel; committees; party differences in Congressional voting; patterns of Congressional leadership; Speaker of the House; Senate Majority Leader; health care reform bill (2010); filibuster; veto; the paradox of Congress; logrolling; The Distributive Tendency; rider; African drought bill; Consolidated Appropriations Act of 2005;

NAFTA; Emergency Economic Stabilization Act of 2008; Head of State; Head of Government; the transform-ation of George W. Bush; "commander-in-chief" clause; bully pulpit; power to persuade; debt ceiling bill; Presidential success (with Congress); capital-gains taxes; health care reform (1993-94); ANWR; Deepwater Horizon; opening to China; Iran-Contra affair; Libyan bombing campaign; "Imperial Presidency;" Korematsu v. United States; unitary executive theory; signing statements; non-political myth; judicial review; partisan appointments (of federal judges); Robert Bork; Wesberry v. Sanders; Roe v. Wade; Texas v. Johnson; Bush v. Gore; Citizens United v. Federal Election Commission; "imperial judiciary;" inflation; discount rate; monetary policy; independent central bank; bureaucracy; bureaupathology; N. A. T. O.; fireman first principle; Parkinson's Law; Center for Nutrition Policy and Promotion; Dairy Management; National Intelligence Director; FEMA; Sibel Edmonds; sea otters; Peter Principle; American Postal Workers Union; Pendleton Act; implementation; New Towns; Nuclear Waste Policy Act; Project Apollo; Head Start; 60%

### Third Test:

Concepts from the reading (from Newell, Prindle, and Riddlesperger): Chapter 1: No Child Left Behind Act; "The NAFTA highway;" pseudo laissez-faire; Chapter 2: "necessary and proper" clause; annual legislative sessions?; "amend in" versus "amend out;" Chapter 3: TRCC; plutocratic government; co-optation; Texans for Lawsuit Reform; Chapter 4: immigration reform; coalitions; conservative Democrats; Chapter 5: poll tax; negative campaigning; eSlate; Chapter 6: LRB; "Killer Ds;" legislative fringe benefits; Chapter 7: referral power; item veto; the more civil house?; Chapter 8: malfeasance, misfeasance, and nonfeasance; governor's salary; Texas Film Commission; interim appointments; Chapter 10: W. A. Morrison and John Dietz; Texas Research League; Republican Party v. Minnesota; at-large versus single-member-district elections

Concepts from the lectures: Southern heritage; Western heritage; historical context of Texas constitution; disintegrated executive; Texas rank among states in public expenditure; Texas rank among states in objective quality of life; Texas rank among state in subjective quality of life; tradition of one-partyism; party organization (in Texas); Tom Pauken; Texas voter turnout; minority voter turnout; minority opinions; 140 days; \$7200; power of presiding officers; David Dewhurst and Tom Craddick; "Bo" Pilgrim; responsible policy-making; sources of state income; oil and gas severance taxes; patterns of state expenditure; functions of state

chief executives; power of governor; governor's control of administration; Board of Pardons and Paroles; Governor Ann Richards; chief legislator; Governor George W. Bush; Governor Rick Perry; Texas Office of Homeland Security; Comptroller; Texas Court of Criminal Appeals; Texas Supreme Court; Letter Opinion 97-001; Is justice for sale?; Robin Hood law; tort reform; Cameron Todd Willingham; Tulia; LCRA; whooping cranes; Texas Water Plan; Rule of Capture; TWDB

A. TIPS ON TAKING MY TESTS:

In studying these concepts to try to understand their importance to American politics, it might help to ask yourself four study questions. They are—

1. How does this term illustrate a conceptual *argument* made in lecture?  
There are, in general, three types of conceptual arguments:
  - a. Causal arguments (Example: single-member district electoral system)
  - b. Moral arguments (Example: 22<sup>nd</sup> Amendment)
  - c. Interpretive arguments (Example: "separation of powers")
2. How does this term help me to understand how the American political system has changed over time?
3. How does this term help me to understand how the American political system differs from other systems, both democracies and non-democracies?
4. How does this term help me to understand who wins and loses American politics?

Notice that I am NOT assigning you to answer one or more of these questions for each concept. I am offering them to you because I think that they may help you understand why a term or phrase is important.

B. Here are some answers to miscellaneous questions I am sometimes asked about these terms—

1. Do I count off if you write more than 60 words for an answer? YES, ONE POINT PER QUESTION.
2. Are dates important to know? YES; IF A DATE OCCURS IN THE TEXTBOOK OR A LECTURE, IT IS IMPORTANT FOR THE TEST.
3. Do we have to discuss these terms in complete sentences? NO, BUT IF WE CANNOT UNDERSTAND YOUR MEANING, IT'S WRONG.

C. **STUDENTS WITH DISABILITIES:** Any disabled student may request appropriate academic accommodations from the office of Services for Students with Disabilities, 471-6259.  
<http://www.utexas.edu/diversity/ddce/ssd/>

D. **DISHONESTY:** I hope it goes without saying that cheating will be dealt with in a merciless manner. But because the University requires me to say it anyway, let me direct you to the UT Honor Code (or statement of ethics) and an explanation or example of what constitutes plagiarism (Link to University Honor Code:

<http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>)