

Syllabus: Spring 2021 Semester

Gov. 310L
Introduction to American
and Texas Politics
Unique # 38450
Lectures: MWF, 10 to 10:50
WCP 1.402

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Teaching Assistants

(all TAs have offices in Batts 1.118):
1. Tarek Zaher
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2. Philip Moniz
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office hours: Tu and Th 3:30 to 5 p. m.

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.

A Strategy for These Times

FOR THESE PANDEMIC-RIDDEN TIMES, I am going to try to balance everyone's concern to protect public health, with my own desire to teach competently. During the Spring 2020 semester, when we professors were forced to put all of our classes on line, I was displeased with the result: lack of person-to-person instruction, including lack of opportunity for students to ask questions during lecture. Judging from the students' written comments on the CIS evaluation forms at the end of that semester, students were displeased, also.

SO, FOR THIS SEMESTER, I am going to try something different. I will put all my lectures on Canvas, "asynchronously," so that you can, if you prefer, watch every lecture without coming to campus. But, about once a week I will also give a lecture or review session in-person, on-stage (wearing a mask, of course). If you wish, you may come in to campus, sit in the audience (wearing a mask, of course), and ask questions, make comments, or participate in other ways that you may come up with on the spur of the moment.

TO BE CLEAR, no-one is required to come to any lecture in person. No-one is required to watch all the lectures on line. **Those lectures which, on the schedule below, I have marked with an asterisk (*), I will both record on Canvas and give in person.** Obviously, the content of both experiences will not be identical, because the "live" lecture will feature in-real-time questions and answers, plus stories and jokes that go over better in-person than on-screen. But the substance of the live and recorded lectures, especially in regard to the exams, will be identical. Those lectures that are not marked with an asterisk will be available on Canvas only.

AND YES, you may both attend the live lectures and watch them on Canvas, if you wish. Nobody will be rewarded or penalized for coming in to see a lecture in person. Nobody will be rewarded or penalized for just watching a lecture on Canvas. You will get rewarded or penalized only for your performance on the tests.

** AND NOW, ABOUT "OFFICE HOURS." I want you to be able to have a face-to-face conversation with me, but I also don't want to be swapping viruses with any of you. So, I plan to have my three weekly "office hours" on Skype. To prevent us all descending into chaos, you will have to make reservations for these Skype conversations. I think that the way to begin the semester is to give everybody who wants to talk to make an appointment at fifteen-minute intervals. As the semester progresses, we may find that fifteen minutes is not enough, and I may adjust the scheduling.

I will also work with my teaching assistant to allow you to Skype with him or her.

Why Skype? Because Zoom is obviously a Russian plot to drive Americans bonkers.

Required Reading

The Challenge of Democracy: American Government in Global Politics, Kenneth Janda, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, and Paul Manna, Enhanced 14th Edition, 2020 (SELECTED CHAPTERS)

Texas Politics: Ideal and Reality, Charldean Newell, David F. Prindle and James Riddleperger, 14th Edition, 2021 (SELECTED CHAPTERS)

EXPLANATION:

The materials required for this class are included in ONE Cengage Unlimited Etextbook subscription. For \$69.99 per semester, you get access to ALL your Cengage online etextbooks, in one place. (If you buy both physical books separately, they will cost you almost \$300). \$7.99 hardcopy textbook rentals are also available for both of the required titles for this course. Download the CENGAGE MOBILE APP to get your Cengage Unlimited online textbooks and study tools on your phone. (<https://www.cengage.com/mobile-app/>). Ask for Cengage Unlimited Etextbooks in the bookstore ISBN **9780357693339** or purchase directly through our Canvas course.

Etextbook links are under the Modules tab in Canvas

For directions on how to access the Etextbooks go to <https://startstrong.cengage.com/etextbooks-canvas/>

If you need Assistance you can go to Cengage Virtual office hours Tuesday Jan. 19th – Friday Jan. 22 from 10am -12pm on zoom <https://cengage.zoom.us/s/7377770689>

CLASS SCHEDULE

<u>Date</u>	<u>Topic</u>
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I. Background and Context

Assigned reading: Janda, et al: Chapter 2 (Majoritarian or Pluralist Democracy?); Chapter 3 (The Constitution); Chapter 15 (Order and Civil Liberties); Appendix A-1 (*Declaration of Independence*; first two paragraphs only); Appendix A-3 (Constitution—You only need to read the portions of this document that are relevant to lecture topics, or that satisfy your curiosity)

January	20*	What is "politics?"
	22	The Liberal Legacy in American Politics
	25	Liberal legacy, continued
	27	Democratic theory
	29*	Demo theory, continued
February	1	Ideological Origins of American Politics
	3	(Background to the Constitution)
	5*	Origins, continued
		Freedom of expression

II. Participation

Assigned reading: Janda, et al: Chapter 9 (Nominations, Elections, and Campaigns); Chapter 10 (Interest Groups);

February	8	Participation
	10*	Political parties
	12	Interest groups
	15	Interest groups, continued
	17	Election of 2016
	19*	Election of 2016, continued
	22*	Test Review
	24	FIRST TEST

III. Institutions

Assigned reading: Assigned reading: Janda, et al: Chapter 11 (Congress); Chapter 12 (The Presidency); Chapter 14 (The Courts)

February	26	Congress, I: Principles, structure of power
March	1*	Congress, II: Legislating
	3	Congress, II, continued
	5	Presidency, I: principles
	8*	Presidency, II: case studies
	10	Presidency, II: continued
	12	Judiciary
	15, 17 and 19	SPRING BREAK; NO CLASS

IV. Implementation

Assigned reading: Janda, et al: Chapter 13 (The Bureaucracy)

March 24	Bureaucracy
26	Bureaucracy, continued
29	Implementation
31*	Second Test Review
April 2	SECOND TEST

V. Texas

Assigned reading: Newell, Prindle, and Riddleberger, Chapters 1 (Context); 2 (Constitutional Setting); 3 (Interest Groups); 5 (Voting, Campaigns, and Elections); 6 (Legislature); 7 (Governor); and 9 (Judiciary)

April	5*	Texas: History, Society, and Constitution
	7	Constitution, continued
	9	Parties and voting
	12*	Legislature
	14	Legislature, continued
	16	System of Justice
	19	Justice, continued
	21*	Executive branch
	23	Executive, continued
	26*	Policy problem: Teaching evolution
	28	Documentary: <i>The Revisionaries</i>
	30	<i>Revisionaries</i> , continued
May	3*	Policy problem: Water and politics
	5*	Third test review
	7	Overflow

TO BE DETERMINED

FINAL EXAM

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 Wednesday, February 24, Friday, April 2, and **THE DAY OF THE FINAL EXAM, to be determined.**

TESTS

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

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 CANVAS WITH THE ACTUAL OUTLINE OF THE LECTURE**, 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 Janda, et al: Chapter 2—procedural democracy; substantive democracy; majoritarian democracy; pluralist democracy;

Chapter 3—social contract theory; Shays's Rebellion; Great Compromise; supremacy clause; extraordinary majorities; (is the Constitution) majoritarian or pluralist?

Chapter 9—party-centered versus candidate-centered (campaigns); Presidential primary; the "invisible primary;" Federal Election Commission; the most important source of news; (are our campaigns) majoritarian or pluralist?

Chapter 10—"factions;" agenda-building; Cesar Chavez; free-rider problem; grassroots lobbying; Children's Defense Fund

Chapter 15—civil liberties (definition of); civil rights (definition of); 14th Amendment; establishment clause; *Engel v. Vitale*, *Hazelwood School District v. Kuhlmeier*; *District of Columbia v. Heller*

From the "Declaration of Independence" (Appendix A-1): "the consent of the governed"

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; "Obamacare;" "selling out on principles;" losing gracefully; 22nd Amendment; consent; 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; Westboro Baptist Church; 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; Kelly Ayotte; Republican Governors Public Policy Committee; rules of formation of interest groups; individual goods; collective goods; access; PhRMA; Graduate School of Political Management; iron triangles; Citigroup; MADD; dialogue of democracy; Reagan coalition; Democratic coalition; retrospective voting; cross-cutting issues; the "Post-Truth Presidency"; fascism?; The Big Lie; a good democratic election?

SECOND TEST:

Concepts from the reading: (Janda, et al)

Chapter 11—gerrymandering; standing committee; "60-vote Senate;" "disappearing moderates;" Edmund Burke

Chapter 12—"inherent powers;" War Powers Resolution; Cabinet; Richard Neustadt; divided government

Chapter 13—37.8%; civil service; administrative discretion; Army Corps of Engineers; deregulation, promoting competition, and measuring agency performance

Chapter 14—*Marbury v. Madison*; stare decises; judicial restraint; judicial activism; class-action suits

Concepts from the lectures: constituency service; Gene Green; pork barrel; committees; Great American Outdoors Act; party differences in Congressional voting; Speaker of the House; Senate Majority Leader; 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 authority is total;" the transformation of George W. Bush; "commander-in-chief" clause; power to persuade; Insurrection Act; 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; signing statements; non-political myth; judicial review; partisan appointments (of federal judges); Wesberry v. Sanders; Roe v. Wade; Texas v. Johnson; Bush v. Gore; Citizens United v. Federal Election Commission; "imperial judiciary;" *Federalist #78*; inflation; monetary policy; independent central bank; Robert Rubin; bureaucracy; bureaupathology; fireman first principle; Parkinson's Law; National Intelligence Director; FEMA; Dairy Management and Center for Nutrition Policy and Promotion; Sibel Edmonds; 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—moralistic, individualistic, and traditionalistic political cultures; business climate

Chapter 2—Patient Protection and Affordable Care Act; "necessary and proper" clause; 87,000

words; 491 amendments

Chapter 3—Waste Control Specialists; cooptation; Texans for Lawsuit Reform; 1991 ethics law; State Board of Education

Chapter 5—poll tax; negative campaigning; the "gold standard" of ballot security

Chapter 6—Killer Ds versus Chicken Ds; Kel Seliger; annual sessions?

Chapter 7—James E. Ferguson; cooperative leadership style; special sessions; Hurricane Harvey

Chapter 9—Texas Chief Justice's Task Force for Court Improvement AND the Texas Research League; 842,055 crimes; nonpartisan judicial elections?; equal justice?

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); Allen West; Texas voter turnout; minority voter turnout; minority opinions; 140 days; \$7200; power of presiding officers; Joe Straus and Dan Patrick; a more partisan legislature?; "Bo" Pilgrim; responsible policy-making; sources of state income; oil and gas severance taxes; patterns of state expenditure; Texas Court of Criminal Appeals; Texas Supreme Court; Letter Opinion 97-001; Is justice for sale?; Robin Hood law; tort reform; Cameron Todd Willingham; Michael Morton Act; 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; Governor Greg Abbott; Texas Office of Homeland Security; Comptroller; "Darwin versus democracy;" Edwards v. Aguillard; SBOE; LCRA; whooping cranes; Texas Water Plan; Rule of Capture; Rio Grande Compact; 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: 22nd 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>)
- E. PANDEMIC POLICES: I follow all University policies regarding staying safe in a pandemic. That means, first, everybody wears masks on campus, all the time. Second, it means that I don't care if you think some rule or command violates your personal freedom; follow the rules or git.