

## Syllabus: Spring 2022 Semester

Gov. 310L  
Introduction to American  
and Texas Politics  
Unique # 37815  
Lectures: MWF, 10 to 10:50  
MEZ 1.306

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### Teaching Assistants

(all TAs have offices in Batts 1.118):

1. Derek Foret  
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### Learning Objectives

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.

More explicitly, here are the learning objectives for this course:

- I. By the end of this semester, students will be able to
  - A. recognize *arguments* that I make in class, and *arguments* made by the authors of your textbooks
  - B. Articulate those arguments in their own words,
  - C. Show how specific concepts from the lectures or reading fit into, or illustrate, those arguments
- II. Students will be able to remember specific *facts* about American and Texas politics, not as isolated bits of free-floating material, but as parts in a system that is made understandable by the *arguments*; this system will be comprised of several sub-systems, such as
  - A. Ideologies
  - B. Participation
  - C. Institutions
  - D. Policies
- III. Students will be able to apply arguments about democratic legitimacy to the reality of American and Texas politics, and thereby evaluate the actions of those governments
- IV. Students will come to understand the requirements of citizenship in a democratic society, and be able to apply that understanding to their own behavior

## A Strategy for These Times

Last year, in the midst of the pandemic, I redesigned my Gov. 310L class to take account of the emergency situation. In essence, I taught the course twice. I performed all my lectures on Canvas, so that every student could, in effect, take the class without ever coming to campus, or seeing me in person. (One of my students stayed in Pennsylvania the entire semester). In addition, however, once a week I came to campus and gave a lecture in person, on stage (wearing a mask, of course). Any student who wanted to, could come to the lecture hall and hear-and-watch the lecture (also wearing a mask). The great advantage of in-person lectures, of course, is that they provide the opportunity for questions-and-answers, as well as, God willing, class discussion.

I won't go into detail, but I also administered the three tests, on-line,

The results were about what you would expect of a desperate improvisation in the face of an emergency. The largest number of students who ever came to a lecture, out of a class of one-hundred sixty, was nine. The best that could be said of the tests, as a measurement of what students learned, was that they were not extremely different from what I would have expected from a "normal" class.

And, as for office hours, I offered them on Skype. Not a single student contacted me for a visit, although three students from my other Government class did talk with me.

Now, here we are a year later. COVID is still stalking us, but most of us have been wise enough to get ourselves vaccinated thrice. However, given the facts that not everyone is vaccinated, and that the "omicron" variant is even more contagious than the previous two types of COVID, University leaders have decided to be extra cautious. They have decreed that the first two weeks of the semester must be taught on line.

**So, here are the rules that will prevail for the semester, as of the day I write this syllabus, January 11.** Be aware that the rules might change before this week, or this month, or this semester, end.

I **will** be giving lectures on line (via Canvas) until February. Beginning the first class session in February, I **will** be giving all my lectures on campus, on stage. I **will not** be wearing a mask unless the U requires that I do so. I **will not be** posting my **lectures** on Canvas. I **will be** posting my personal lecture **notes** on Canvas. (You should be aware that I wrote those notes for myself, not for students. They will undoubtedly contain too much information for you on some topics, and not enough information on other topics. You must therefore interpret them intelligently. But if you think they might help you, you are welcome to them).

During lectures, you must follow whatever rules the U has put in place about mask-wearing and social-distancing at the start of the semester.

If you want to come up on stage and talk to me after a lecture, you are welcome. But I will probably decide to don a mask after I talk, so you should expect to wear one, also. The same applies to my office hours; come to my office, ask questions, chat, or complain, but follow the current UT rules about masking and vaccinations.

As for tests, as I write this, I am planning to give them the "normal" way, with students taking them in-class, maskless. But if the U orders me to administer them some other way, I will comply.

## Required Reading

*The Challenge of Democracy: American Government in Global Politics*, Kenneth Janda, Jeffrey M. Berry, Jerry Goldman, Deborah Schildkraut, and Paul Manna, 15<sup>th</sup> Edition, 2020 (SELECTED CHAPTERS)

*Texas Politics: Ideal and Reality*, Charldean Newell, David F. Prindle and James Riddleperger, 14<sup>th</sup> 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. 19<sup>th</sup> – 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	19	What is "politics?"
	21	The Liberal Legacy in American Politics
	24	Liberal legacy, continued
	26	Democratic theory
	28	Demo theory, continued
	31	Ideological Origins of American Politics (Background to the Constitution)
February	2	Origins, continued
	4	Freedom of expression

## II. Participation

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

February	7	Participation
	9	Political parties
	11	Interest groups
	14	Interest groups, continued
	16	Election of 2016
	18	Election of 2016, continued
	21	Test Review
	23	FIRST TEST

## III. Institutions

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

February	25	Congress, I: Principles, structure of power
	28	Congress, II: Legislating
March	2	Congress, II, continued
	4	Presidency, I: principles
	7	Presidency, II: case studies
	9	Presidency, II: continued
	11	Judiciary
March	14, 16 and 18	SPRING BREAK; NO CLASS
	21	Federal Reserve Board

## IV. Implementation

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

March	23	Bureaucracy
	25	Bureaucracy, continued
	28	Implementation
	30	Second Test Review
April	1	SECOND TEST

## V. Texas

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

April	4	Texas: History, Society, and Constitution
	6	Constitution, continued

	8	Parties and voting
	11	Legislature
	13	Legislature, continued
	15	System of Justice
	18	Justice, continued
	20	Executive branch
	22	Executive, continued
	25	Policy problem: Teaching evolution
	27	Teaching evolution, cont.
	29	Policy problem: Water and politics
May	2	Water and politics, cont.
	4	Third test review
	6	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 democratic theory; substantive democratic theory; majoritarian model; pluralist model;

Chapter 3—Shays' Rebellion; Great Compromise; checks-and-balances; supremacy clause; Gregory D. Watson; (is the Constitution) majoritarian or pluralist?

Chapter 9—the "invisible primary"; Federal Election Commission; *McCutcheon v. FEC*; party-centered versus candidate-centered (campaigns); horse-race campaign coverage

Chapter 10—the business advantage; agenda-building; Cesar Chavez; grassroots lobbying; Children's Defense Fund

Chapter 15—civil liberties (definition of); civil rights (definition of); due-process clause; 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; 22<sup>nd</sup> 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; racial gerrymandering; "60-vote Senate;" "disappearing moderates;" Edmund Burke; parliamentary system

Chapter 12—"inherent powers;" Richard Neustadt; divided government; freedom versus equality (in the State of the Union address); War Powers Resolution

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

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—Texas Secession Convention; "NAFTA Highway"; moralistic, individualistic, and traditionalistic political cultures; Texas political culture; business climate

Chapter 2—federalism; layer cake versus marble cake; Patient Protection and Affordable Care Act; "necessary and proper" clause; 507 amendments

Chapter 3—TICO; Waste Control Specialists; plutocratic government; Texans for Lawsuit Reform; LULAC

Chapter 5—suffrage; poll tax; negative campaigning; the "gold standard" of ballot security; the 5<sup>th</sup> most expensive state

Chapter 6—gerrymandering; Kel Seliger; procedural powers; institutional powers; house versus senate (legislative dynamics); annual sessions?

Chapter 7—James E. Ferguson; cooperative leadership style; item veto; Hurricane Harvey

Chapter 9—Texas Research League; 805,879 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: 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>

E. PANDEMIC POLICES: I follow all University policies regarding staying safe in a pandemic. This may mean that we are all required to wear masks, all the time, or not; University policy changes as the facts of the pandemic change. But whatever the rules are, I don't care if you think some rule or command violates your personal freedom; follow the rules or git.