

ODESSA
COLLEGE

TEXAS
GOVERNMENT
2306

Dr. Brian K. Dille

Fall 2012

Government 2306

4 exams – 100 points each = *400 points*

Bonus Questions (3) on Each Exam: Govt. Officials

5 20-point attendance quizzes = *100 points*

Web assignment paper – *300 points*

Final exam – *200 points*

Voter's Card: *20 bonus points*

Volunteer Work To Replace Lowest 1 Hr. Exam Grade

(Grade based on number of hours worked + short paper)

**Attendance & Class Participation Important in Borderline
Grade Situations**

5 Sources of Information:

Your Class Notes

Textbook

Instructor's Lecture Notes (on Blackboard)

PowerPoints (on Blackboard)

Tegrity Recordings (on Blackboard)

***Cell Phone, Restroom & Drink Policy**

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GOVERNMENT 2306

Odessa College

Office Hours:

MWF: 9-10

TTh: 9-9:30, 11-12

T: 6-6:30 pm

COURSE OBJECTIVES:

1. To present the basic concepts of politics that will better enable you, the student, to understand Texas government and politics.
2. To motivate you, the student, to take an interest in and understand issues facing the US, Texas, and Odessa.
3. To stimulate you, the student, to exercise your privileges and obligations as a U.S. citizen, through participation in local, state, and national political activities.

ATTENDANCE:

Because of the importance of class notes regular attendance is vital to student success in this course. Good attendance will help in borderline-grade cases. ***There will be 5 unannounced "attendance quizzes." A zero will result if not in class to take these quizzes unless the instructor is told in advance of your absence.***

TARDINESS:

You are expected to be on time for class. **NO ONE will be admitted after roll is taken & door is closed.**

DROP POLICY:

You are responsible for dropping this class if you quit coming. The instructor will not do so. Failure to drop=F. ***As the instructor, I have the right to drop any student for nonattendance or failure to do coursework.***

CLASS PARTICIPATION:

You are encouraged to participate actively in class discussions. Often, informal discussions will center on assigned topics or current events. Class participation will help in borderline-grade cases.

EXAMINATIONS:

There will be four one-hour exams, each worth 100 points. They will consist of two parts: an in-class objective portion and a take-home essay (**which must be typed**) due the next class period. **The take home essay is mandatory for students earning a grade of less than 70% on the objective portion; it is optional for those earning 70% or above.** A 200-point final exam will be given -- all objective questions. Half will be given on the new material covered after test #3, the other half covering the highlights of Units 10-12. A package of 6 green Scantron answer sheets must be purchased at the O.C. Bookstore and given to the instructor at least one class day before the exam. **You must bring a pen and #2 pencil to all exams.**

MAKE-UP EXAMS AND QUIZZES:

If you are unable to take a quiz or test at the regular scheduled time with your class, you can take it BEFORE your class's test day. Otherwise, there are no makeups unless you give advance notification to the instructor. You must take the make-up before the exam is handed back in class. Makeups taken after exams are handed back in class will be ***two-hour ALL ESSAY. Only one make-up is allowed. A MAKE-UP EXAM GRADE WILL BE LOWERED BY ONE FULL LETTER GRADE FOR AN UNDOCUMENTED ABSENCE.***

UNIT OBJECTIVE SHEETS:

Unit objective sheets will be handed out at the start of each unit. They will serve both as guide to what is covered in class, what the instructor considers important from the texts, and what the student is expected to know at the completion of the unit. They will also serve as a good study guide for the exams because the exam questions will be drawn from these objective sheets.

CURRENT EVENTS:

Throughout the semester current events -- international, national, state, and local -- will be discussed and related to Government and politics. These stories will show the relationship between material in class and outside events.

WEB ASSIGNMENT:

One web assignment paper, worth 300 points, **is required**. Refer to the "Web Assignment" page. The due date: on the "Semester Schedule" page.

PROJECTS

Projects (research papers, book reports, etc.) are optional. Topics or book must receive instructor approval. A written description must be submitted by the seventh week of class (). Projects are due one week before the last scheduled class (). Those choosing to do projects must pick up a "Project Handout" explaining specific rules to follow and describing how the project will be graded. A project does not and cannot be substituted for a test grade. The project grade will be counted as an additional grade to be averaged in with all other grades.

GRADING POLICY

The final course grade will be determined on a percentage basis:

% Of total possible points	Total possible points:1000
90-100% = 900 points = A	Exam #1 100 points = 10% of course grade
80-89% = 800 points = B	Exam #2 100 points = 10% of course grade
70-79% = 700 points = C	Exam #3 100 points = 10% of course grade
60-69% = 600 points = D	Web Assignment--300 points = 30%% of course grade
Below 60% = 479 & below = F	5 Attendance Quizzes (20 pts. Ea) (5) = 10% of course grade
	Final Exam--300 points = 30% of course grade

BONUS POINTS

20 points for a current voter registration card will be given and added to your total point count before the course grade is averaged.

ACADEMIC DISHONESTY

Exams and quizzes are closed book exams. No notes or additional materials are allowed. Cheating or plagiarism will result in the grade of 0. **Any student handing in a copied paper or letting their paper be copied by another student will get a zero on the assignment.**

TEXTS

Maxwell, Crain, & Santos *Texas Politics Today*, 2011-2012 edition

UNITS

Part I—Texas Historical & Constitutional Background

1. Texas Cultural, Historical & Political Development
2. The Texas Constitution

READINGS—Maxwell & Crain

- Ch. 1
Ch. 2

TEST #1 (Units 1 & 2)

Part II--Influencing and Choosing Decision Makers

3. Voting and Elections
4. Political Parties
5. Interest Groups

- Ch. 3
Ch. 4
Ch. 5

TEST #2 (Units 3-5)

Part III--The Institutions of Texas Government

6. The Texas Governor
7. The Texas Legislature
8. The Texas Judiciary
9. The Texas Bureaucracy

- Ch. 8
Ch. 6 & 7
Ch.10
Ch. 9

TEST #3 (Units 6-9)

Part IV—Taxing, Spending, & Local Government

10. Taxing & Budgeting
11. Spending & Services
12. Local Government

- Ch. 12
Ch. 13
Ch. 14

FINAL EXAM (½ over Units 1-9 & ½ over Units 10-12)

EXAM MAKE-UP POLICY

Due to excessive absences for exams on the scheduled exam day in all of my classes, I have spelled out my exam make-up policy. The policy is as follows:

1. To make-up an exam, you **MUST** contact me prior to or the day of the exam, in person, by phone or email.
2. If you take the exam **BEFORE I HAND IT BACK IN CLASS AND GO OVER IT, THERE IS NO PENALTY**. If however, you take the exam **AFTER** it is handed back and discussed in class, the make-up will be **ALL ESSAY**.
3. I must have **WRITTEN DOCUMENTATION OF A VALID REASON FOR YOUR ABSENCE AND INABILITY TO TAKE THE TEST AT THE SCHEDULED TIME WITH YOUR CLASS**. Documentation would include:
 - A note from your employer
 - A note from your coach or school organization sponsor
 - Documentation that you were ill and unable to attend B (Dr./prescription)
 - Documentation of a funeral or other significant family event
4. **VALID REASONS TO MISS AN EXAM:**
 - An OC sponsored event
 - Job/work responsibilities
 - Serious illness or accident (auto or otherwise)
 - Family emergency/funeral/surgery/serious illness

I RESERVE THE RIGHT TO DECIDE IF YOUR REASON FOR MISSING AN EXAM IS INVALID AND IF I SUSPECT IT IS, YOU WILL NOT HAVE THE CHANCE TO TAKE A MAKE-UP.

ALL MAKE-UP EXAMS WILL HAVE A FULL LETTER GRADE (10 POINTS DEDUCTED) IF TAKEN AFTER THE SCHEDULED EXAM DAY

OPTIONAL PROJECTS -- To replace the lowest 1-hour test grade.

PURPOSE: To encourage personal involvement in a candidate's campaign, the election, issue, or interest group activities.

VALUE: 100 points -- can be used to replace the lowest 1-hour test grade.
20 hours of work and written report = A -90-100 points.
17 hours of work and written report = B -80-89 points.
14 hours of work and written report = C -70-79 points.
11 hours of work and written report = D -60-69 points.

OPTION 1: Work in a candidate's or party's campaign and hand in a 2-3 page-typewritten report of the work done, knowledge learned, and conclusions drawn.

OPTION 2: Work in an interest group and contribute your time and efforts to their cause and activities -- letter writing, picketing, lobbying, petition drives, etc. (A list of local interest groups is posted outside my office, DH 209. Packets of literature may be borrowed from the instructor to help select a group.) Hand in a 2-3 page-typewritten report of the work done, knowledge learned, and conclusions drawn.

Arrangements must be made in advance, with prior instructor approval:

- a. as to which option is chosen and what campaign or interest group is being worked with
- b. instructor must be able to verify hours worked, for whom, and the nature of the work.

GOVERNMENT OFFICIALS LIST -- (For bonus points on Exams)

FEDERAL	NAME	PARTY	TERM ENDS
1. President	Barack Obama	D	Jan. 13
2. Vice President	Joe Biden	D	Jan. 13
3. U.S. Senators from Texas	John Cornyn	R	Jan. 15
4. A @	Kay Bailey Hutchison	R	Jan. 13
5. <u>U.S. Representatives</u>			
11th Dist: (Ector , Andrews, Crane, Loving, Martin, Midland, Upton, Ward, Winkler Counties)	Mike Conaway	R	Jan. 13
23rd Dist: (Pecos, Reeves, Terrell Counties)	Quico Canseco	R	Jan. 13
6. U.S. Senate Majority Leader	Harry Reid (Nev.)	D	Jan. 13/caucus
7. U.S. Senate Minority Leader	Mitch McConnell (Ky.)	R	Jan. 13/caucus
<u>U.S. House of Representatives</u>			
8. Speaker	John Boehner (Oh.)	R	Jan. 13/caucus
9. Majority Leader	Eric Cantor (Va.)	R	Jan. 13/caucus
10. Minority Leader	Nancy Pelosi	D	Jan. 13/caucus
11. U.S. Supreme Court -- Chief Justice	John Roberts		Appointed for life

STATE

12. Governor	Rick Perry	R	Jan. 15
13. Lieutenant Governor	David Dewhurst	R	Jan. 15
14. Speaker	Joe Strauss	R	Jan. 13/House
15. State Senator			
Dist. 31 -- (Ector, Andrews, Crane, Gaines, Glasscock, Howard, Midland Counties)	Kel Seliger	R	Jan. 15
Dist. 28-- (Reagan & Upton Counties)	Robert Duncan	R	Jan. 15
Dist. 19 -- (Pecos, Reeves, Terrell, Ward, & Winkler Counties)	Carlos Uresti	D	Jan. 15
<u>State Representatives</u>			
16. 81st District -- (Ector, Andrews, Winkler County)	Tryon Lewis	R	Jan. 13
82nd District -- (Midland, Crane, Martin, Upton County)	Tom Craddick	R	Jan. 13
80th District -- (Reeves)	Gary Walker	R	Jan. 13
74th District -- (Loving, Pecos, Reeves, Terrell, Ward)	Pete Gallegos	D	Jan. 13

ECTOR COUNTY

17. County Judge	Susan Redford	R	Jan. 15
18. County Court at Law Judge	J.A. "Jim" Bobo	R	Jan. 15
19. County Commissioners- - Precinct 1	Freddie Gardner	R	Jan. 13
Precinct 2	Greg Simmons	R	Jan. 15
Precinct 3	Dale Childers	R	Jan. 13
Precinct 4	Armando Rodriguez	D	Jan. 15
20. Sheriff	Mark Donaldson	R	Jan. 13
21. District Attorney (70 th Judicial Jan. 11 District)	R.N. "Bobby" Bland	R	Jan. 13
22. County Attorney	Cindy Wier-Nutter	R	Jan. 13
23. County Treasurer	Carolyn Sue Bowen	R	Jan. 14
24. County Clerk	Linda Haney	R	Jan. 14
25. County Tax Assessor - Collector	Barbara Horn	R	Jan. 13

CITY OF ODESSA

26. Mayor	Larry Melton	--	Jan. 13
27. Councilpersons -- District 1	Bill Cleaver	--	Jan. 13
2	James Goates	--	Jan. 13
3	Barbara Graff	--	Jan. 15
4	Dean Combs	--	Jan. 15
5	Sandra Carrasco	--	Jan. 15
28. City Manager	Richard Morton	--	Appointed by council

STUDENTS NOT LIVING IN ECTOR COUNTY OR ODESSA: LEARN YOUR COUNTY & CITY OFFICIALS.

LOCAL SPECIAL DISTRICT BOARD MEMBERS

<i>DISTRICT</i>	<i>E.C.I.S.D. BOARD OF TRUSTEES</i>		<i>Odessa College Board of Trustees</i>			<i>Ector County Hospital Trustees</i>	
		TERM		TERM			TERM
1	Luis Galvan	2014	Bruce Shearer	2016		Judy Hayes	20116
2	Faye Batch	2016	Richard Abalos	2016		Mary Lou Anderson	2014
3	Donna Smith	2014	Ralph McCain	2018		Richard Herrera	2016
4	Tom Pace	2016	J.E. "Coach" Pressly	2014		David Dunn	2014
5	Yollie Wilkins	2016	Ray Ann Zant	2014		David Nelson	2016
6	Dr. Ray Beaty	2014	Walter Smith	2018		Mary Thompson	2014
7	Donnie Norwood	2016	Gary Johnson	2014		Virgil Trower	2016
8			Tara Deaver	2016			
9			David Turner	2018			
Length of Term	Term: 4 years		Term: 6 years			Term: 4 years	

8/2012

GOVT 2305 Federal Government (Federal Constitution and Topics)

Origin and development of the U.S. Constitution, structure and powers of the national government including the legislative, executive, and judicial branches, federalism, political participation, the national election process, public policy, civil liberties, and civil rights.

Learning Outcomes

Upon successful completion of this course, students will:

1. Explain the origin and development of constitutional democracy in the United States.
2. Demonstrate an understanding of our federal system.
3. Describe separation of powers and checks and balances in both theory and practice.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of the federal government.
5. Evaluate the role of public opinion, interest groups, and political parties
6. Analyze the election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues and policies in U.S. politics.

Help for Students With Academic Problems

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Special Needs

Odessa College complies with Section 504 of the 1973 Vocational Rehabilitation Act and with the 1990 Americans with Disabilities Act. Issues with special needs will be referred to the Office of Disability Services.

UNIT 1 TEXAS CULTURAL, HISTORICAL AND POLITICAL DEVELOPMENT

ISSUE: Why are most Texans historically conservative and anti-government?

1. Explain the significance of the following:
 - a. Sam Houston
 - b. E. J. Davis
 - c. James Hogg
 - d. Ma & Pa Ferguson
 - e. Lyndon Johnson
 - f. John Tower (L)
 - g. Raza Unida Party & effects (L)
 - h. Sharpstown Scandal & effects (L)
 - i. Bill Clements (L)
 - j. Ann Richards
 - k. George W. Bush
 - l. megastate (L)
2. Discuss the influence of the “Old South” and the “frontier experience” on Texas and its political culture, including examples of those influences today (L & T)
3. Compare and contrast individualistic, traditionalistic, and moralistic political cultures, and discuss which traits are present in Texas political culture today. (L, T & handout)
4. Describe the political environment during Reconstruction in Texas, the problems and accomplishments of the era, and its effect on Texas politics and government thereafter. (L & T)
5. Discuss the progressive Texas political environment and reforms from 1886-1913. (L)
6. Discuss demographic and economic trends in Texas and the implications for government and politics in the following areas: (L & T)
 - a. wealth and its distribution
 - b. social services by the government
 - c. educational opportunities
 - d. treatment of minorities
 - e. the economy, including the importance of oil
 - f. political party loyalties
 - g. economic, political, and social trends and implications
 - h.
7. Explain how the Republican Party is changing Texas politics. (T)
8. Discuss the effects of the close proximity of Mexico on Texas.
9. Explain future trends, changes, and problems in the Texas economy and population and the effects on government and politics in the future. (L)
10. Discuss the predictions in the “Texas in 2030” report. (L)

LEARNING ACTIVITIES:

Maxwell & Crain, Ch. 1 & Appendix “How Texas Compares”
Political Cultures handout

(L) = lecture

(T) = textbook

TYPES OF POLITICAL CULTURE

TRADITIONALISTIC POLITICAL CULTURE

1. Favor preserving the status quo and suspicious or opposed to change.
2. System is elitist and paternalistic.
3. In elections, the candidates' personalities rather than issues are stressed.
4. A one party system with little two party competition.
5. Political leaders and a majority of people are conservative.
6. Mass political participation (by common people and the poor) is discouraged.

INDIVIDUALISTIC POLITICAL CULTURE

1. Government is viewed as a marketplace -- those with more money deservedly get more of what they want.
2. Free enterprise with few government regulations on the economy is stressed.
3. Politics is considered dirty, but a necessary business.
4. A certain amount of corruption is normal -- so don't get overly concerned.
5. Government should be passive -- it shouldn't initiate new programs unless the public demands them.

MORALISTIC POLITICAL CULTURE

1. Politics is a good and healthy occupation and livelihood -- it is honorable.
2. Politics is everyone's business.
3. Individual political involvement is one's citizen duty and obligation.
4. Elections are issue-oriented.

T

THE INFLUENCE OF TEXAS'S LONG FRONTIER EXPERIENCE

1. Self-reliance is stressed -- don't rely on government -- few social programs -- government should remain passive.
2. Disputes may be settled through the use of force and violence (frontier justice) rather than allowing the courts and law enforcement to do the job.
3. Land ownership is very important -- for livelihood, wealth, and survival.
4. The "hard, belligerent" Texan mentality -- excessive pride and chauvinism.
5. A strong belief in material progress and growth as good -- bigger is better.
6. An intolerance of other lifestyles and ideas.
7. Friendliness toward others, even strangers
8. A willingness to help others out, even if strangers.

SPECIFIC EXAMPLES OF THESE INFLUENCES TODAY?

UNIT 2 THE TEXAS CONSTITUTION

ISSUE: Why does Texas have such an outdated, backward state constitution?

1. Discuss the four purposes of a constitution.
2. Discuss the 1869 Reconstruction Constitution and explain its effects on the present Texas Constitution. (L & T)
3. Describe and evaluate the 1876 Constitution as to its length, organization, content, basic restrictions on government and its good and bad points. Discuss the effects on the Texas governor, legislature, judiciary, bureaucracy, and local government and the resulting problems. (L & T)
4. Discuss the recent attempts at reforming the Texas Constitution and give reasons for the failure to do so. (L & T)
5. Explain how the Texas Constitution is amended and compare it to the amendment procedures for the U.S. Constitution.

LEARNING ACTIVITIES

Maxwell & Crain, Ch. 2, The Texas Constitution & end of chapter essay

UNIT 3—VOTING AND ELECTIONS

ISSUE: Why is Texas voter turnout historically lower than the national average?

1. Define and discuss the significance of the following:
 - a. permanent voter registration system
 - b. “long ballot” (L)
 - c. open primary
 - d. closed primary
 - e. blanket (mixed) primary (L)
 - f. Australian ballot
 - g. Texas-type primary (L)
 - h. nonpartisan (L)
 - i. partisan (L)
 - j. party column ballot
 - k. office column (block) ballot
 - l. crossover voting
 - m. electronic voting & reasons
2. Discuss the qualifications for voting in Texas and how they have changed over time. (L & T)
3. Compare how Texas voter turnout compares to those of the other states and explain reasons for the difference. (L & T)
4. Discuss the party primary, its importance, the three types of primaries and the advantages and disadvantages of each. (L & T)
5. Discuss ballot construction and the influence of the two different types on voting patterns. (L & T)
6. Explain what independent or third party candidates must do to be listed on the ballot. (L)
7. Discuss early voting in Texas and how it is different from the earlier absentee voting.
8. Discuss campaign finance regulation in Texas. (L & T)

Learning Activities

Maxwell & Crain, Ch.3 & end of chapter essay

UNIT 4—Political Parties**ISSUE:** Why have most Texans been historically Democratic?

1. Define a political party and explain its basic function.
2. Discuss the 3 major reasons why Texas was a one-party state for much of its history.
3. Analyze the conservative and liberal factions within the Democratic Party, which faction was historically dominant and which faction is gaining strength and reasons why.
4. Explain the reasons for the rebirth and recent extraordinary electoral success of the Republican Party in Texas, the two factions in the Texas Republican Party, and the “Hispanic effect.”
5. Compare and contrast the Texas Republican and Democratic parties on issue stands, types of voter support, and geographical areas of strength.
6. Explain the five past effects of the low level of party competition in Texas. (L)
7. Discuss realignment and the effects of the emergence of two-partyism in Texas.
8. Compare and contrast liberals and conservatives on their philosophy on government and their issue stands on the major issues of today. (L)

Learning ActivitiesMaxwell & Crain, Ch. 4 & end of chapter essay

UNIT 5—Interest Groups**ISSUE:** Why have interest groups been historically strong in Texas?

1. Define and explain the significance of:
a. PAC b. litigation c. electioneering d. lobbying e. direct action (civil disobedience)
2. Define an interest group and explain how it differs from a political party.
3. Discuss the seven major tactics that interest groups use to influence government. (L & T)
4. Explain how the environmental factors increase the strength of interest groups in Texas.(L & T)
5. Explain the importance of the 1st Amendment in the US Constitution to interest groups.
6. Describe the major political interest groups in Texas and how that effects government and politics in Texas.
7. Explain the provisions of the new Texas lobby regulation law. (L &T)

Learning ActivitiesMaxwell & Crain, Ch. 5

UNIT 6—THE TEXAS GOVERNOR

ISSUE: Why is the Texas governor ranked so low?

1. Define and explain the significance of the following:
 - a. veto
 - b. item veto
 - c. State of the state message
 - d. special session power
2. Discuss the “informal qualifications” to be elected governor.
3. Explain the governor’s compensation and tenure.
4. Compare and contrast the governor’s executive powers, legislative powers, judicial powers, and informal powers and draw conclusions as to the governor’s power and effectiveness. (L & T)
5. Explain how the Texas governor is ranked in comparison to the other 49 state governors and the factors contributing to the low ranking. (L)
6. Explain the reasons the Texas governorship was created so weak. (T & L)

Learning Activities

Maxwell & Crain, Ch.8

UNIT 7—THE TEXAS LEGISLATURE

ISSUE: Why is the Texas Legislature often called “amateurish” and what contributes to that image?

1. Define and explain the significance of the following:
 - a. Gerrymandering
 - b. one person-one vote rule (L)
 - c. seniority system (L)
 - d. pigeonhole (L)
 - e. oversight
 - f. calendar
 - g. filibuster
 - h. conference committee
 - i. Legislative Budget Board (LBB)
 - j. Sunset Advisory Commission & sunset review
 - k. the “3 s’s” (L)
2. Compare the Texas House and Senate in size, terms, rules, and presiding officers.
3. Discuss the powers and duties of the presiding officers of the House and Senate and the effects on the Texas legislative process.
4. Discuss the compensation and limits on the length of the Texas legislative session and the effects on the Texas legislative process. (L & T)
5. Explain the following “peculiar” tactics in the Texas Legislature: filibuster rules, the blocking bill, and the tagging of a bill.
6. Discuss the influence of the Texas governor in the Texas legislative process.
7. Explain how the Texas Legislature is ranked in comparison to the other 49 state legislatures and the factors contributing to the low ranking. (L)

Learning Activities

Maxwell & Crain, Ch.6 & 7

UNIT 8—THE TEXAS JUDICIARY

ISSUE: Why is the Texas Judiciary ranked so low?

1. Define and explain the significance of the following:
 - a. civil law
 - b. criminal law
 - c. original jurisdiction
 - d. appellate jurisdiction
 - e. grand jury
 - f. petit jury
 - g. advisory opinion (L)
 - h. court of record
 - i. Missouri (merit) Plan
 - j. dual court system (L)
 - k. Commission on Judicial Conduct
2. Describe the structure of the Texas court system from the local courts up to the Supreme Court.
3. Discuss the five methods of judge selection and why the Missouri Plan is considered the best of the five. (T & L)
4. Explain how judges are selected in Texas and the effects on the judicial process.
5. Explain how judges in Texas courts may be removed or disciplined.

Learning Activities

Maxwell & Crain, Ch.10 & end of chapter essay

UNIT 9—THE TEXAS BUREAUCRACY

ISSUE: What reforms are recommended to improve the Texas bureaucracy?

1. Define and explain the significance of the following:
 - a. Bureaucracy
 - b. spoils system/patronage
 - c. merit system
 - d. plural executive vs. cabinet style government
 - e. Sunset Advisory Commission
 - e. ombudsman
 - g. whistleblower
 - h. licensing boards (L)
2. Describe the four functions of the bureaucracy.
3. Discuss the structure and make-up of the Texas bureaucracy. (T & L)
4. Explain how clientele groups, the legislature, the governor, and the public affect the administration of public policy.
5. Discuss the role and effect of the bureaucrats' expertise in public policy in Texas.
6. Describe the characteristics of bureaucracy and the "iron Texas star."
7. Discuss four key reforms affecting the Texas bureaucracy. (L)

Learning Activities

Maxwell & Crain, Ch. 9

UNIT 10—TAXING AND BUDGETING

ISSUE: How much control does the Legislature really have over spending in the Texas budget?

1. Define and explain the significance of the following:
 - a. progressive tax
 - b. regressive tax
 - c. general obligation bonds
 - d. elastic vs. inelastic taxes
 - e. ad valorem taxes
 - f. revenue bonds
 - g. intergovernmental transfers
 - h. regulatory (“sin”) taxes
 - i. discretionary funds
 - j. earmarked/dedicated funds
 - k. Legislative Budget Board (LBB)
2. Give examples of the major revenue-producing national, state, and local taxes. (L)
3. Explain the types of taxes that are based upon regulation, benefits received, and the ability to pay. (L)
4. Discuss who pays taxes in Texas and the politics of who pays and how much.
5. Explain the effects of Texas relying on a regressive and elastic tax system. (T & L)
6. Discuss the pros and cons of the Texas state lottery. (T & L)
7. What are the options in reforming the Texas tax structure? (T & L)
8. Discuss the budgetary process and the role of the governor, the LBB, the lieutenant governor, the speaker of the House and the taxing, spending, and borrowing restrictions in the Texas Constitution.

Learning Activities

Maxwell & Crain, Ch. 12 & end of chapter essay “Possible Texas Tax Reforms”

UNIT 11—SPENDING AND SERVICES

ISSUE: Should the Texas constitutional restrictions on spending be removed from the Texas Constitution?

1. Define and explain the significance of the following:
 - a. Medicaid
 - b. TANF
 - c. TEA (L)
 - d. school vouchers
 - e. Edgewood v. Kirby
 - f. Robin Hood school funding plan
 - g. TAAS/TAKS & new law (L)
 - h. “Trans-Texas Corridor”
2. Explain the Texas Constitution’s restrictions on state spending. (L)
3. Identify the major areas of spending on state services in Texas. (L & T)
4. Describe the system of public school and community college funding in Texas.
5. Discuss the major areas of educational reform undertaken in Texas. (L)
6. Discuss the administration and politics of higher education in Texas.

7. Explain the major health and public welfare programs in Texas.
8. Discuss the politics of highways and public transportation in Texas.
9. Discuss the politics of prisons, public safety and fighting crime in Texas. (L)

Learning Activities

Maxwell & Crain, Ch. 13 & end of chapter essays

UNIT 12—LOCAL GOVERNMENT

ISSUE:

1. Define and explain the significance of the following:

a. general law city	f. “white flight” (L)	k. county clerk
b. home-rule city	g. “gentrification”	l. <u>ad valorem</u> taxes
c. ETJ-extra territorial jurisdiction	h. special district	
d. city charter)	i. annexation	
e. suburbanization	j. sheriff	
2. Explain the four types of city governments found in Texas and the pros and cons of each. (T & L)
3. Discuss the requirements and advantages to becoming a home-rule city in Texas.
4. Explain the major sources of revenue and major expenditures of the typical Texas city. (T & L)
5. Discuss the three progressive reforms for city government and the pros and cons of each. (L)
6. Discuss the structure of county government and duties of all major elected county officials.
7. Explain the major sources of revenue and major expenditures of counties in Texas. (T & L)
8. Discuss reforms recommended to improve county government. (T & L)
9. Explain special districts and the services they offer.
10. Discuss the urban crisis, its causes, the solutions, and how Texas cities have been able to avoid the worst aspects of the urban crisis. (L)
11. Discuss the history and development of the city of Odessa. (handout—bonus question)
12. Discuss the history and development of Ector county. (handout—bonus question)

Learning Activities

Maxwell & Crain, Ch.14

INTERNET ASSIGNMENT—“My New Perspective on Texas”

(all web papers need to be typed, double spaced, with a cover sheet with name, title, course, and date)

Approximate length—10 pages

Point Value: 300 points

Go to the following web site www.texaslsg.org/TexasOnTheBrink and click on “Texas on the Brink--2011” and print out the report “How Texas Ranks Among the 50 States.”

This paper is composed of two parts.

Part I—16 major categories to discuss from “Texas on the Brink—How Texas Ranks Among the 50 States” (the 2011 Report—on reserve at front desk of LRC) **IMPORTANT:**

**** Make sure you are using the 2011 Report (not the 2009, 2007 or 2005 Report).**

1. Tax revenue -3 items: raised-per capita, sales tax per capita, progressiveness of tax revenues
2. Total tax expenditures—per capita (listed under “State Taxes” category)
3. Education
4. State of the Child
5. Health Care
6. Health Professionals per Capita
7. Health and Welfare
8. Women’s Issues
9. Access to Capital
10. Environment
11. Workforce
12. Quality of Life
13. Public Safety
14. Democracy

OBJECTIVE OF PART I

- Discuss how Texas compares in the 16 areas with the other 49 states
- Is this good or bad?
- **For bad rankings:**
 - What is needed (type of action—by government or others) to improve our rankings
 - How likely will Texans support such a change
 - What will the future of our state be if this poor ranking is not improved
 - How this will affect “Texas is 2030”?—tie the category into the projections/predictions of what type of state Texas will be like in 2030 if possible
 - **(Refer to details of 2030 report below in box and unit 1 lecture notes & PowerPoint)**

Texas State Data Center—Texas A & M— Report_“Texas in 2030”

A three-year study concluded that by 2030, if Texas continued to follow current policies and priorities, the following would likely occur:

1. **State population**—increase 80% to 33.8 million (Hispanics will be responsible for nearly all of that growth)
2. **Ethnic Breakdown**—Anglos: 36.7% (down from the current 53%); Hispanics: 45.9% (up 32%); Blacks: 9.5%
3. **Wages**—Average wages will decrease—the percentage of Texans with incomes below \$25,000 (in 1990 dollars) will increase from 47% in 1990 to 53.7% in 2030
4. **Education**
 - a. Percentage of Texans with no high-school diploma will increase from 26.1% in 1990 to 35.3 % in 2030
 - b. Percentage of Texans with a 4-year college degree will decrease from 28.6% to 24.4%
 - c. The Texas work force will be poorly educated and unskilled that will make Texas uncompetitive in an increasingly global marketplace
5. **Welfare**—Welfare rolls will increase (due to lower educational levels)
6. **Prison Population**—Will grow due to higher welfare rates, lower educational levels, and the Texas workforce being less competitive
7. **Texas’s Future**—will increasingly become a third world economy and society

OBJECTIVE OF PART II

- Your reaction(s) to what you learned from this paper & how it affected/changed your attitudes/opinions about Texas government and Texas—the state
- What areas of knowledge and understanding about Texas Government have you gained?
 - \$ Which unit did you find most interesting and WHY?
 - \$ Which unit did you find least interesting and WHY?
 - \$ What was the most surprising information/knowledge that you learned about Texas government & politics from the material in the entire course, not just the paper?
- How has this course changed you
 - both in terms of knowledge and
 - in your political views/opinions (your political philosophy or party identification)

ODESSA COLLEGE CODE OF STUDENT CLASSROOM BEHAVIOR

What follows is a general description of what many teachers here at Odessa College expect from their good students:

Good Students behave in ways that enhance the learning experience for everyone in the class.

- They attend regularly and come to class prepared even after an absence;
- They arrive on time and stay for the entire class;
- They are engaged during class, often actively participating in lecture and discussion;
- They leave cellular phones, beepers, and other electronic equipment turned off during class:**
- They are attentive during class, not whispering, giggling, or holding side conversations;
- They use appropriate language in class: no profanity or foul language;
- They wear clothing that allows them to participate fully in class activities, clothing which does not distract others in class;
- They stay on task, using class time to work on projects related to that class, rather than reading for or working on projects related to other classes;
- They avoid using tobacco during class or eating or drinking in classes where it is inappropriate;

Good students practice personal and academic integrity.

- They do not cheat in or out of class on tests and quizzes;
- They do not plagiarize on assignments: hand in the work of others as their own;
- They do not lie or make excuses;
- They complete assignments, projects, papers, and exams in a timely manner.

Good students respect the dignity of all people.

- They do not compromise or demean the dignity of others by taunting, teasing, insulting, sexually harassing or discriminating;
- They respect the opinions of others in the class;
- They do not engage in theft, vandalism, or malicious damage of property;
- They encourage the equal rights and treatment of all students, regardless of age, gender, race, religion, ethnic heritage, socioeconomic status, sexual orientation and/or political ideology.

Good students are responsible for their own needs.

- They recognize it is their responsibility to communicate any problems or concerns to the appropriate Odessa college personnel, such as instructors, counselors, and coaches. This includes extended absences, health problems, job conflicts, emergencies, incarcerations, family problems, and documented learning disabilities;
- They follow appropriate procedures if they a grievance. After discussing the problem with the instructor, coach, or counselor first, they proceed in a hierarchical order as diagramed below, following the steps outlined in the Student Right to Due Process, available in full text from the office of the Vice-President for Student Life.

Grievance Procedure

**Student→ Instructor/Coach/Counselor→ Department Chairperson→ Division Dean→ Vice President→
President of Odessa College→ Board of Trustees**

Professor's Pet Peeves:

- \$ Excessive absences
- \$ **Walking in late after roll is taken & door is closed**
- \$ Falling asleep during class
- \$ Talking/whispering during class
- \$ Working on other assignments or read other materials during class
- \$ **Leaving prior to the end of class without instructor's prior approval**
- \$ **Cellular telephones, beepers, or other similar forms of telecommunications going off during class**

GOVERNMENT 2306--SEMESTER SCHEDULE

Fall 2012

TTh Class

Part I—Texas Historical & Constitutional Background

- | | |
|---|----------------------------|
| 1. Texas Cultural, Historical & Political Development | 8/28, 8/30, 9/4, 9/6, 9/11 |
| 2. The Texas Constitution | 9/13, 9/18 |

TEST #1 (Units 1 & 2)—Thursday, September 20 (Units 1 & 2)

Part II--Influencing and Choosing Decision Makers

- | | |
|-------------------------|-------------|
| 3. Voting and Elections | 9/25, 9/27 |
| 4. Political Parties | 10/2, 10/4 |
| 5. Interest Groups | 10/9, 10/11 |

TEST #2 (Units 3-5)---Tuesday, October 16 (Units 3-5)

Part III--The Institutions of Texas Government

- | | |
|--------------------------|--------------|
| 6. The Texas Governor | 10/18, 10/23 |
| 7. The Texas Legislature | 10/25, 10/3- |
| 8. The Texas Judiciary | 11/1, 11/6 |
| 9. The Texas Bureaucracy | 11/8 |

TEST #3 (Units 6-9)—Tuesday, November 13 (Units 6-9)

Part IV—Taxing, Spending, & Local Government

- | | |
|-------------------------|--------------|
| 11. Spending & Services | 11/15, 11/20 |
| 10. Taxing & Budgeting | 11/27, 11/29 |

Web Assignment Paper due on Tuesday, Nov. 20

Thanksgiving Break—November 21-25

- | | |
|----------------------|------------|
| 12. Local Government | 12/4, 12/6 |
|----------------------|------------|

Thursday, December 13—8 am:

Exam #4 (units 10-12) **&** **FINAL EXAM (over Units 1-9)**

GOVERNMENT 2306--SEMESTER SCHEDULE
FALL 2010
M-W-F Classes

Part I—Texas Historical & Constitutional Background

- | | |
|---|---------------------------------|
| 1. Texas Cultural, Historical & Political Development | 8/25,8/27,8/30,9/1,9/3,9/8,9/10 |
| 2. The Texas Constitution | 9/13, 9/15, 9/17 |

TEST #1 (Units 1 & 2)—Monday, September 20 (Units 1 & 2)

Part II--Influencing and Choosing Decision Makers

- | | |
|-------------------------|-------------------|
| 3. Voting and Elections | 9/22, 9/24, 9/27 |
| 4. Political Parties | 9/29, 10/1, 10/4 |
| 5. Interest Groups | 10/6, 10/8, 10/11 |

TEST #2 (Units 3-5)---Wednesday, October 13 (Units 3-5)

Part III--The Institutions of Texas Government

- | | |
|--------------------------|---------------------|
| 6. The Texas Governor | 10/15, 10/18, 10/20 |
| 7. The Texas Legislature | 10/22, 10/25, 10/27 |
| 8. The Texas Judiciary | 10/29, 11/1, 11/3 |
| 9. The Texas Bureaucracy | 11/3, 11/5 |

TEST #3 (Units 6-9)—Monday, November 8 (Units 6-9)

Part IV—Taxing, Spending, & Local Government

- | | |
|-------------------------|--------------------|
| 11. Spending & Services | 11/10, 11/12,11/15 |
|-------------------------|--------------------|

Web Assignment Paper”—due on Monday, November 22

- | | |
|------------------------|---------------------|
| 10. Taxing & Budgeting | 11/17, 11/19, 11/22 |
|------------------------|---------------------|

Thanksgiving Holiday –November 24-28

- | | |
|----------------------|-------------------|
| 12. Local Government | 11/29, 12/1, 12/3 |
|----------------------|-------------------|

FINAL EXAM (½ over Units 1-9 & ½ over Units 10 12)

10:00 class—Monday, December 6, 11 a.m.

GOVERNMENT 2306 -- SEMESTER SCHEDULE Fall 2009

Thursday Evening Class

Part I—Texas Historical & Constitutional Background

- | | |
|---|-----------------|
| 1. Texas Cultural, Historical & Political Development | 8/27, 9/3, 9/10 |
| 2. The Texas Constitution | 9/17 |

TEST #1 (Units 1 & 2)—September 24 (Units 1 & 2)

Part II--Influencing and Choosing Decision Makers

- | | |
|-------------------------|------------|
| 3. Voting and Elections | 9/24, 10/1 |
| 4. Political Parties | 10/1, 10/8 |
| 5. Interest Groups | 10/8 |

TEST #2 (Units 3-5) ---October 15 (Units 3-5)

Part III--The Institutions of Texas Government

- | | |
|--------------------------|--------------|
| 6. The Texas Governor | 10/15, 10/22 |
| 7. The Texas Legislature | 10/22, 10/29 |
| 8. The Texas Judiciary | 10/29, 11/5 |
| 9. The Texas Bureaucracy | 11/5 |

TEST #3 (Units 6-9)—November 12 (Units 6-9)

Part IV—Taxing, Spending, & Local Government

- | | |
|-------------------------|--------------|
| 11. Spending & Services | 11/12, 11/19 |
| 10. Taxing & Budgeting | 11/19 |

Web Assignment Paper—due November 19

- | | |
|----------------------|------|
| 12. Local Government | 12/3 |
|----------------------|------|

FINAL EXAM (½ over Units 1-9 & ½ over Units 10-12)

Final—Thursday, December 10, 7 p.m.

GOVERNMENT 2306--SEMESTER

SCHEDULE - SPRING 2007

M-W-F Classes

Part I—Texas Historical & Constitutional Background

1. Texas Cultural, Historical & Political Development

1/14,1/
16,1/21,1/23,1
/26,1/28
1/30,2/2,2/4

2. The Texas Constitution

TEST #1 (Units 1 & 2)—Friday February 6 (Units 1 & 2)

Part II--Influencing and Choosing Decision Makers

3. Voting and Elections
4. Political Parties

2/9,2/11,2/13

2/16,2/
/18,2/20

Web Assignment #1—on Texas Political Parties—due **Mon., Feb.** **23**

5. Interest Groups

2/23,2/25,2/27

TEST #2 (Units 3-5)---Monday, March 1 (Units 3-5)

Part III--The Institutions of Texas Government

6. The Texas Governor

3/3,3/5,3/15

SPRING BREAK—MARCH 8-13

7. The Texas Legislature

3/17,3/19,3/22

Web Assignment #2— your State Senator & Rep. **due** **Monday,** **March 22**

8. The Texas Judiciary

3/24,3/26,3/29

9. The Texas Bureaucracy

3/31,4/2,4/5

TEST #3 (Units 6-9)—Wednesday, April 7 (Units 6-9)

Friday, April 9—Good Friday—No Classes

Part IV—Taxing, Spending, & Local Government

10. Taxing & Budgeting

4/12,4/14,4/16

11. Spending & Services

4/19,4/21,4/23

Web Assignment Paper”—due on Friday, April 23

12. Local Government

4/26,4/28,4/30

FINAL EXAM (½ over Units 1-9 & ½ over Units 10-12)

\$ 9:00 class—Wednesday, May 5 at 8 a.m.

\$ 10:00 class—Monday, May 3 at 11 a.m.