

*ODESSA  
COLLEGE*

TEXAS  
GOVERNMENT  
2306

Dr. Brian K. Dille

Fall 2013

# Government 2306

(A Web-Enhanced Course)

Weekly unit quizzes on Blackboard = 200 points

4 exams on Blackboard – 100 points each = *400 points*

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

5 20-point attendance quizzes = *100 points*

Movie Review Paper = *100 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

**Dr. Brian K. Dille**

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E-Mail: [bdille@odessa.edu](mailto:bdille@odessa.edu)

Course Web Site: [Blackboard](#)

Fax: 915/335-6581

**GOVERNMENT 2306**

**Odessa College**

**Office Hours:**

MWF: 8:30-10 am

TTh: 9-9:30, 2-3:30 pm

W: 6-6:30- pm

F: 11-12 noon

### **WEB-ENHANCED COURSE**

***This is a web-enhanced course.*** Students will be taking weekly unit quizzes on Blackboard. ***All exams except the final exam will also be taken on Blackboard.*** PowerPoints, lecture notes, and Tegrity recordings will be available to students on Blackboard. ***Students MUST be knowledgeable on how to use Blackboard.***

### **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 three 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 300-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.

**GRADING POLICY**

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

% of total possible points

90-100% = 900 points = A

80-89% = 800 points = B

70-79% = 700 points = C

60-69% = 600 points = D

Below 60% = 479 & below = F

Total possible points: 1000

**Exam #1 100 points = 10% of course grade**

**Exam #2 100 points = 10% of course grade**

**Exam #3 100 points = 10% of course grade**

**Exam #4 100 points = 10% of course grade**

**Weekly Unit Quizzes-200 points = 20% of course grade**

**Movie review 100 points = 10% of grade**

**5 Attendance Quizzes (20 points each) = 10% of course grade**

**Final Exam--200 points = 20% 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.

**WEB ASSIGNMENT:**

The web assignment paper **is required for students wanting to earn an A in the course.** To earn an A students must have at least a 90% average & submit the web assignment paper earning at least a B on the paper. Refer to the "Web Assignment" page. The due date: on the "Semester Schedule" page.

**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.**

**TEXT**

Maxwell, Crain, & Santos TX.GOV, 2014 edition

**UNITS**

**Part I—Texas Historical & Constitutional Background**

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

**TEST #1 (Units 1 & 2)**

**Part II--Influencing and Choosing Decision Makers`**

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

**TEST #2 (Units 3-5)**

**Part III--The Institutions of Texas Government**

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

**TEST #3 (Units 6-9)**

**Part IV—Taxing, Spending, & Local Government**

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

**Exam #4 (Units 10-12)**

**READINGS**

- Ch. 1  
Ch. 3

- Ch. 4  
Ch. 5  
Ch. 6

- Ch. 7  
Ch. 8 (171-181)  
Ch. 8 (182-198)  
Ch. 9

- Ch. 11 (244-248)  
Ch. 11 (249-267)  
Ch. 12

**UNIT QUIZ**

- Unit 1 Quiz  
Unit 2 Quiz

- Unit 3 Quiz  
Unit 4 Quiz  
Unit 5 Quiz

- Unit 6 Quiz  
Unit 7 Quiz  
Unit 8 Quiz  
Unit 9 Quiz

- Unit 10 Quiz  
Unit 11 Quiz  
Unit 12 Quiz

**FINAL EXAM (Units 1-12)**

## 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 YOU 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.

Origin and development of the Texas Constitution, structure and powers of state and local government, federalism and inter-governmental relations, political participation, the election process, public policy, and the political culture of Texas

### **Learning Outcomes**

***Upon successful completion of this course, students will:***

1. Explain the origin and development of the Texas constitution.
2. Demonstrate an understanding of state and local political systems and their relationship with the federal government.
3. Describe separation of powers and checks and balances in both theory and practice in Texas.
4. Demonstrate knowledge of the legislative, executive, and judicial branches of Texas government.
5. Evaluate the role of public opinion, interest groups, and political parties in Texas.
6. Analyze the state and local election process.
7. Describe the rights and responsibilities of citizens
8. Analyze issues, policies, and political culture of Texas.

### **Administrative Withdrawals**

The Academic Achievement Grading and Credit policy at Odessa College states, "If a student is not attending the class and has not dropped the class, the grade assigned to that student is to be "F." Administrative drops are to be used only for extenuating circumstances that can be verified or by the College District administration." (Faculty Guidelines, para. 5.)

**Effective Spring 2013, the following steps outline the process for an administrative drop.**

1. Prior to the last date to drop a course, students who feel they cannot complete a course must go online or see the Wrangler Express to drop a course.
2. After the last date to drop a course, a student must initiate a discussion with his/her instructor about extenuating circumstances in his/her life. Student must express inability to complete course due to the situation. The following steps are applicable *after the last date to drop a course and prior to the last date of class*.
3. The instructor reviews student's performance to determine if 75% of the course work has been completed satisfactorily. If so, the instructor should offer the student an Incomplete and complete the appropriate contract with the student, specifying the required details.
4. If the student is not eligible for or declines an Incomplete, the instructor may offer an administrative drop, based on the extenuating circumstances. Prior to completing the form, the instructor will require the student to visit (or call, in the case of distance learners) the Financial Services (FS) office to learn how an administrative drop affects financial aid – even if the student is not currently receiving aid.
5. The instructor will complete the appropriate form, *with the details of the extenuating circumstances filled in under comments/notes*, and will submit the form for approval to the department chair and dean. ALL fields, to include date of FS visit and the number of drops already applied to the six drop limit, must be completed.
5. Upon approval and signatures, the Administrative Drop/Withdrawal form is sent to the Registrar. The Registrar is the *only* individual who will process this form.
6. Forms with blank comments/notes or unsatisfactory reasons will be returned, unprocessed, to the instructor.

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

<u>FEDERAL</u>	<u>NAME</u>	<u>PARTY</u>	<u>TERM ENDS</u>
1. President	Barack Obama	D	Jan. 17
2. Vice President	Joe Biden	D	Jan. 17
3. U.S. Senators from Texas	John Cornyn	R	Jan. 15
4. <input type="checkbox"/> <input type="checkbox"/>	<i>Ted Cruz</i>	R	Jan. 19
<u>5. U.S. Representatives</u>			
11th Dist: ( <b>Ector</b> , Andrews, Crane, Loving, Martin, Midland, Upton, Ward, Winkler Counties)	<b>Mike Conaway</b>	R	Jan. 15
23rd Dist: ( <i>Pecos, Reeves, Terrell Counties</i> )	<i>Pete Gallegos</i>	D	Jan. 15
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

<u>STATE</u>			
12. Governor	Rick Perry	R	Jan. 15
13. Lieutenant Governor	David Dewhurst	R	Jan. 15
14. Speaker	<i>Joe Strauss (?)</i>	R	Jan. 13/House
15. State Senator			
<b>Dist. 31 -- (Ector, Andrews, Crane, Gaines, Glasscock, Howard, Midland Counties)</b>	<b>Kel Seliger</b>	<b>R</b>	<b>Jan. 15</b>
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>			
<b>16. 81st District -- (Ector, Andrews, Winkler Ward County)</b>	<b>Tryon Lewis</b>	<b>R</b>	<b>Jan. 15</b>
82nd District -- (Midland, Crane, Martin, Upton )	Tom Craddick	R	Jan. 15
80th District -- (Loving, Pecos, Reeves, Terrell)	<i>Alfonso "Poncho" Nevárez.</i>	D	Jan. 15

<u>ECTOR COUNTY</u>			
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. 17
21. District Attorney (70 <sup>th</sup> Judicial District)	R.N. "Bobby" Bland	R	Jan. 17
22. County Attorney	<i>Scott Layh</i>	R	Jan. 17
23. County Treasurer	Carolyn Sue Bowen	R	Jan. 17
24. County Clerk	Linda Haney	R	Jan. 17
25. County Tax Assessor - Collector	Barbara Horn	R	Jan. 17

<u>CITY OF ODESSA</u>			
26. Mayor	<i>David Turner</i>	--	Nov. 16
27. Councilpersons -- District 1	<i>Tim McNeil</i>	--	Nov. 16
2	<i>Dewey Bryant</i>	--	Nov. 16
3	Barbara Graff	--	Nov. 14
4	Dean Combs	--	Nov. 14
5	Sandra Carrasco	--	Nov. 14
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>E.C.I.S.D. BOARD OF TRUSTEES</i>			<i>Odessa College Board of Trustees</i>			<i>Ector County Hospital Trustees</i>		
<i>DISTRICT</i>		<i>TERM</i>		<i>TERM</i>		<i>TERM</i>		<i>TERM</i>
<i>1</i>	Luis Galvan	2014	Bruce Shearer	2016	Judy Hayes	2016		
<i>2</i>	Terry Wheat Ervin	2016	Richard Abalos	2016	Mary Lou Anderson	2014		
<i>3</i>	Donna Smith	2014	Royce Bodiford	2018	Richard Herrera	2016		
<i>4</i>	Doyle Woodall	2016	J.E. "Coach" Pressly	2014	David Dunn	2014		
<i>5</i>	Stephen Brown	2016	Ray Ann Zant	2014	David Nelson	2016		
<i>6</i>	Dr. Ray Beaty	2014	Neil Grape	2018	Mary Thompson	2014		
<i>7</i>	Thomas Minyard	2016	Gary Johnson	2014	Virgil Trower	2016		
<i>8</i>			Tara Deaver	2016				
<i>9</i>			Tommy Clark	2018				
<b><i>Length of Term</i></b>	Term: 4 years		Term: 6 years		Term: 4 years			

8/2013

















## **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 (L)
  - b. E. J. Davis (L)
  - c. James Hogg (L)
  - d. Ma & Pa Ferguson(L)
  - e. Lyndon Johnson (L)
  - f. Raza Unida Party & effects (L)
  - g. Sharpstown Scandal & effects (L)
  - h. Bill Clements (L)
  - i. Ann Richards (L)
  - j. George W. Bush (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. how Texas compares with the other 49 states in various rankings
7. Explain how the Republican Party is changing Texas politics. (T & L)
8. Discuss the effects of the close proximity of Mexico on Texas. (L &T)
9. . Explain future trends, changes, and problems in the Texas economy and population and the effects on government and politics in the future. (L &T)
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. Political participation is a privilege & laws restricting participation are legitimate.
4. Mass political participation (by common people and the poor) is discouraged..
5. Political leaders and a majority of people are conservative.
6. Government should maintain dominant social & religious values.
7. Predominant in southern states.
8. In Texas--comes from plantation system of Old South & patron system of northern Mexico & South Texas.

## INDIVIDUALISTIC POLITICAL CULTURE

1. Government should be passive -- it shouldn't initiate new programs unless the public demands them..
2. Government should further private enterprise.
3. Free enterprise with few government regulations on the economy is stressed.
4. Appropriate for business to play a strong role in politics.
5. Intervention into people's lives should be limited.
6. Politics is considered dirty, but a necessary business.
7. A certain amount of corruption is normal & inevitable-- so don't get overly concerned.
8. Predominant in Middle Atlantic states, central & southern parts of Midwest.

## MORALISTIC POLITICAL CULTURE

1. Government can be a positive force
2. Government functions for benefit of general public
3. Politics is a good and healthy occupation and livelihood -- it is honorable
4. Politics is everyone's business.
5. Individual political involvement is one's citizen duty and obligation.
6. Elections are issue-oriented.
7. Strongest in New England & northernmost parts of Midwest & far West.

## 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. (L)
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 reasons for failed attempts to adopt a new state Constitution. (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. 3

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## **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. closed primary
  - c. mixed (blanket) primary
  - e. Australian ballot
  - f. Texas-type primary (L)open primary
  - g..party column ballot
  - h. office column (block) ballot
  - i. crossover voting
  - j. 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. Discuss early voting in Texas and how it is different from the earlier absentee voting.
7. Discuss campaign finance regulation in Texas. (L & T)

### **Learning Activities**

Maxwell & Crain, Ch.4

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**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. (L & T)
3. 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.”
4. Compare and contrast the Texas Republican and Democratic parties on issue stands, types of voter support, and geographical areas of strength. (L &T)
5. Discuss the Libertarian philosophy.
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 & T)

**Learning Activities**

Maxwell & Crain, Ch. 5

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**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 (L)
  - c. electioneering
  - d. lobbying
  - e. direct action (civil disobedience) (L)
  - f. 1st Amendment/Article 1, Section 27
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 the importance of the 1<sup>st</sup> Amendment in the US Constitution to interest groups.
5. Describe the major political interest groups in Texas and how that effects government and politics in Texas.
6. Explain the provisions of the new Texas lobby regulation law. (L &T)

**Learning Activities**

Maxwell & Crain, Ch. 6

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## **UNIT6—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 (p. 141)
  - c. Speaker
  - d. Lieutenant Governor
  - e. pigeonhole
  - f. calendar
  - g. filibuster
  - h. conference committee
  - i. Legislative Budget Board (LBB)
  - j. 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.7

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## **UNIT 7—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
  - e. plural executive vs. cabinet style government (L)
2. Explain the governor’s compensation and tenure.
3. 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)
4. Explain how the Texas governor is ranked in comparison to the other 49 state governors and the factors contributing to the low ranking. (L & p. 173))
5. Explain the reasons the Texas governorship was created so weak. (T & L)

### **Learning Activities**

Maxwell & Crain, Ch.8, pp. 171-181

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## **UNIT 8—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
  - f. ombudsman
  - g. whistleblower
  - h. licensing boards (L)
  - i. Attorney General
  - j. Comptroller
  - k. Sec. of State
  - l. Railroad Comm.
2. Describe the four functions of the bureaucracy.
3. Discuss the structure and make-up of the Texas bureaucracy. (T & L)
4. Discuss the role and effect of the bureaucrats' expertise in public policy in Texas.
5. Discuss four key reforms affecting the Texas bureaucracy. (L)

### **Learning Activities**

Maxwell & Crain, Ch. 8, pp. 182-198

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## **UNIT 9—THE TEXAS JUDICIARY**

**ISSUE:** Why is the Texas Judiciary ranked so low?

1. Define and explain the significance of the following:
  - a. civil cases
  - b. criminal cases
  - c. original jurisdiction
  - d. appellate jurisdiction
  - e. grand jury
  - f. petit jury
  - g. advisory opinion (p. 183)
  - h. court of record
  - i. Missouri (merit) Plan
  - j. dual court system (p. 210)
  - k. Commission on Judicial Conduct )L)
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. (L)

### **Learning Activities**

Maxwell & Crain, Ch.9

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## **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. elastic vs. inelastic taxes (L)
  - d. ad valorem taxes
  - e. general obligation bonds
  - f. revenue bonds
  - g. federal grants
  - h. regulatory (“sin”) taxes
2. Give examples of the major revenue-producing national, state, and local taxes. (L)
3. Discuss who pays taxes in Texas and the politics of who pays and how much.
4. Explain the effects of Texas relying on a regressive and elastic tax system. (T & L)
5. Discuss the Texas state lottery & how much revenue it produces. (L)
6. What are the options in reforming the Texas tax structure? (T & L)

### **Learning Activities**

Maxwell & Crain, Ch. 11, pp. 243-248

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## **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. State Board of Education
  - e. Legislative Budget Board (LBB)
  - f. Edgewood v. Kirby
  - g. Robin Hood school funding plan (p. 256)
  - h. TAKS/STAAR & new law
  - i. constitutional restrictions on welfare spending
  - j. discretionary funds (L)
  - k. earmarked/dedicated funds (L)
  - l. role & importance of the Comptroller
  - m. Affordable Care Act (Obamacare)
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. (L)
5. Discuss the major areas of educational reform undertaken in Texas and the cultural war/issues in education. (L & T)
6. Discuss the administration and politics of higher education in Texas.
7. Explain the major health and public welfare programs in Texas.

8. Explain the restrictions on welfare spending in the Texas Constitution.
9. Discuss the politics of highways and public transportation in Texas.
10. Discuss the politics of prisons, public safety and fighting crime in Texas. (ch. 10, pp. 236-239)

**Learning Activities**

Maxwell & Crain, Ch. 11, pp. 249-267

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**UNIT 12—LOCAL GOVERNMENT**

**ISSUE:**

1. Define and explain the significance of the following:
  - a. general law city
  - b. home-rule city
  - c. ETJ-extra territorial jurisdiction
  - d. city charter)
  - e. sheriff
  - f. county clerk
  - g. ad valorem taxes
  - h. county commissioners court
  - i. annexation
  - j. roll back elections
  - k. special district
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 & T)
6. Discuss the structure and duties 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.

**Learning Activities**

Maxwell & Crain, Ch.12

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## **Movie Review 100 points = 10% of grade**

1. This is a required assignment
2. Must be typed, double spaced and 2-3 pages in length
3. 12 size font with cover page

**Students must choose one of the following movies (any one of the 8 volumes) (all on reserve) or any of the imbedded videos on Blackboard to watch and write a review on:**

*“Lonestar—A Television History of Texas”*

- Vol. 1. Living the Legend
- Vol. 2 A Land Untamed
- Vol. 3 A New Republic
- Vol. 4 The Twenty-Eighth State
- Vol. 5 Cowboys
- Vol. 6 Oil Boom
- Vol. 7 Politics—Texas Style
- Vol. 8 Armadillos & Pigskins

- “The Pioneer Spirit: A Texas Story

976.4 P662P

Pick up handout from your instructor on specific points to write about from the movie of your choice.

**Students can choose any other commercially available movie on a topic relating to American government and politics with the instructor’s approval.**



# 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 2013

**TTh Classes**

## Part I—Texas Historical & Constitutional Background

Weeks 1-3    1. Texas Cultural, Historical & Political Development    **Unit 1 Quiz- Sept. 13-15**  
Week 4        2. The Texas Constitution    **Unit 2 Quiz: Sept. 20-22**

TEST #1 (Units 1 & 2)—Friday-Sunday, September 20-22

## Part II--Influencing and Choosing Decision Makers

Week 5        3. Voting and Elections    **Unit 3 Quiz: Sept. 27-29**  
Week 6        4. Political Parties    **Unit 4 Quiz: Oct. 4-6**  
Week 7        5. Interest Groups    **Unit 5 Quiz: Oct. 11-13**

TEST #2 (Units 3-5)—Friday-Sunday, October 11-13

## Part III--The Institutions of Texas Government

Week 8        6. The Texas Legislature    **Unit 6 Quiz: Oct. 18-20**  
Week 9        7. The Texas Governor    **Unit 7 Quiz: Oct. 25-27**  
Week 10       8. The Texas Bureaucracy    **Unit 8 Quiz: Nov. 1-3**  
Week 11       9. The Texas Judiciary    **Unit 9 Quiz: Nov. 8-10**

TEST #3 (Units 6-9)—Friday-Sunday, Nov. 8-10

## Part IV—Taxing, Spending, & Local Government

Week 12       10. Taxing & Budgeting    **Unit 10 Quiz: Nov. 8-10**  
Week 13       11. Spending & Services    **Unit 11 Quiz: Nov. 15-17**

Movie Review Due —Tuesday, November 19

Week 14-15    12. Local Government    **Unit 12 Quiz: Nov. 29-Dec. 1**

Test #4 (Units 10-12) Friday-Sunday, Dec. 6-8

FINAL EXAM (units 1-12) Thursday, Dec. 12 11 am

GOVERNMENT 2306 -- SEMESTER SCHEDULE-  
Fall 2012  
**Wednesday Evening Class**

**Part I—Texas Historical & Constitutional Background**

Weeks 1-3	1. Texas Cultural, Historical & Political Development	<u><b>Unit 1 Quiz: Sept. 13-15</b></u>
Week 4	2. The Texas Constitution	<u><b>Unit 2 Quiz: Sept. 20-22</b></u>

TEST #1 (Units 1 & 2)—Friday-Sunday, September 20-22

**Part II--Influencing and Choosing Decision Makers**

Week 5	3. Voting and Elections	<u><b>Unit 3 Quiz: Sept. 27-29</b></u>
Week 6	4. Political Parties	<u><b>Unit 4 Quiz: Oct. 4-6</b></u>
Week 7	5. Interest Groups	<u><b>Unit 5 Quiz: Oct. 11-13</b></u>

TEST #2 (Units 3-5)—Friday-Sunday, October 11-13

**Part III--The Institutions of Texas Government**

Week 8	6. The Texas Legislature	<u><b>Unit 6 Quiz: Oct. 18-20</b></u>
Week 9	7. The Texas Governor	<u><b>Unit 7 Quiz: Oct. 25-27</b></u>
Week 10	8. The Texas Bureaucracy	<u><b>Unit 8 Quiz: Nov. 1-3</b></u>
Week 11	9. The Texas Judiciary	<u><b>Unit 9 Quiz: Nov. 8-10</b></u>

TEST #3 (Units 6-9)—Friday-Sunday, Nov. 8-10

**Part IV—Taxing, Spending, & Local Government**

Week 12	10. Taxing & Budgeting	<u><b>Unit 10 Quiz: Nov. 8-10</b></u>
Week 13	11. Spending & Services	<u><b>Unit 11 Quiz: Nov. 15-17</b></u>

**Movie Review Paper Due—Wednesday, November 20**

Week 14-15	12. Local Government	<u><b>Unit 12 Quiz: Nov. 29-Dec. 1</b></u>
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Test #4 (Units 10-12) Friday-Sunday, Dec. 6-8

FINAL EXAM (units 1-12) Wednesday, Dec. 11

**GOVERNMENT 2306--SEMESTER SCHEDULE**  
**SPRING 2012**  
**M-W Classes**

**Part I—Texas Historical & Constitutional Background**

- |   |                             |
|---|-----------------------------|
| 1. Texas Cultural, Historical & Political Development | 1/18, 1/23, 1/25, 1/30, 2/1 |
| 2. The Texas Constitution                             | 2/6, 2/8                    |

TEST #1 (Units 1 & 2)—Monday February 13 (Units 1 & 2)

**Part II--Influencing and Choosing Decision Makers**

- |                         |            |
|-------------------------|------------|
| 3. Voting and Elections | 2/15       |
| 4. Political Parties    | 2/20, 2/22 |
| 5. Interest Groups      | 2/27, 2/29 |

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

**Part III--The Institutions of Texas Government**

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|-----------------------|-----------|
| 6. The Texas Governor | 3/7, 3/19 |
|-----------------------|-----------|

SPRING BREAK—MARCH 12-17

- |                          |            |
|--------------------------|------------|
| 7. The Texas Legislature | 3/21, 3/26 |
| 8. The Texas Judiciary   | 3/28, 4/2  |
| 9. The Texas Bureaucracy | 4/4, 4/9   |

TEST #3 (Units 6-9)—Wednesday, April 11 (Units 6-9)

**Part IV—Taxing, Spending, & Local Government**

- |                         |            |
|-------------------------|------------|
| 10. Taxing & Budgeting  | 4/16, 4/18 |
| 11. Spending & Services | 4/23, 4/25 |

**Web Assignment -“My New Perspective on Texas”—due on Monday, April 23**

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|----------------------|----------|
| 12. Local Government | 5/2, 5/4 |
|----------------------|----------|

**FINAL EXAM**

Test #4 (units 10-12) &  
Final Exam: 11 am class—Wednesday, May 9 at 11 a.m.