

## Syllabus

### Course Description

This course focuses on the nature of Texas politics and government. As any Texan will proudly tell you, Texas has a history and culture unlike any other state in the country. That unique beginning, combined with its economic and sociological culture makes the state interesting and exciting politically.

In this course, we will strive to understand the policies, politics and processes of Texas in light of the background unique to the state. We will also discuss how elections (in Texas and across the nation) might affect political life, and your life, in the future.

Students should know that this course satisfies The University of Texas at Arlington's core curriculum requirement for State and Local Government.

**Department:** Department of Political Science  
**Course Number:** POLS 2312 (3-0 Credit Hours)  
**Course Title:** State and Local Government  
**Professor:** Thomas H. Little, Ph.D.  
Associate Professor, Political Science  
[little@uta.edu](mailto:little@uta.edu)

### Course Prerequisites

While there are no formal prerequisites for this course, this is an undergraduate level course and students should expect to be challenged accordingly. You should check with your academic advisor before proceeding to ensure you are eligible to take and receive credit for the course.

### Required Textbook

Newell, C., & Prindle, D.F., and Riddlesberg, J.W., Jr. . *Texas Politics*, 12<sup>th</sup> (2013) or 13<sup>th</sup> (2016) Edition. Cengage Learning.

*Note: The textbook is available at all major bookstores. <https://www.cengage.com/etextbooks/texas-politics-2015-2016-13th-edition-9781305537385-1305537386>*

### Course Learning Outcomes

The primary goals of this course are:

1. To apply, analyze, synthesize and/or evaluate certain environmental, citizen participation, and institutional factors that affect state politics and policy choices; (CRITICAL THINKING and COMMUNICATION)
2. To identify, apply, and/or analyze certain analytical concepts that are useful for understanding politics and policy making; (CRITICAL THINKING AND SOCIAL RESPONSIBILITY)
3. To identify, apply, and/or analyze certain generalizations about the behavior of sub national governments generally, and Texas specifically, that are useful for understanding politics and policy making (CRITICAL THINKING AND PERSONAL RESPONSIBILITY)

**To achieve these course learning outcomes, the students will engage in activities that will allow them to demonstrate:**

1. a thorough understanding of the characteristics and qualities that define the context of Texas government, including its economics, geography, history, local government orientation and structure and demographic qualities.
2. a thorough knowledge of methods and groups by which the public can influence Texas politics and government.
3. an in-depth grasp of the institutions that comprise government in Texas (legislature, executive, judiciary, and bureaucracy) and the public policy (both outcomes and processes) that they establish and implement.
4. an understanding of how Texas compares to other states in terms of political structure, processes and policies.
5. the ability to apply the abstract political concepts to particular real world situations and explain how they work.

### **Learning Outcomes Written Lectures**

Upon completion of this course, students are expected to be able to:

1. Define fundamental concepts associated with American politics.
2. Describe the structure and function of the differing branches of state and local government.
3. Explain the theoretical and historical underpinnings of the state constitution.
4. explain how individuals participate in the American political system.
5. Identify the influence that mass media, socio-political movements, interest groups, corporations, political parties, campaigns, and elections have on state politics.

### **Written Lectures**

Please read the written lectures throughout this course carefully and take thorough notes. Along with each of the written lectures, you will hear audio lectures (see next section below) that will illustrate the particular made in the written lectures. Be sure to listen to these audio lectures and take notes on them as well.

In each of the written lectures, you will find numerous links to websites relevant to that particular lecture. You will NOT be tested on the information in these websites, but they will make the course material more interesting and relevant to you.

### **Audio of Professor Comments**

There will be audio clips located at various points throughout the written lectures to enhance your learning experience. Please click on the audio icon to listen to the audio clips below the corresponding paragraph.

### Assignments and Grade Calculation:

Title	of Grade by Assignment
<b>Exams:</b> The course is divided into eight units. You will take one exam at the end of each unit. Each exam consists of 25 questions and the time for completion of each exam is 45 minutes. You must complete each exam by the date indicated.	<b>68% of Grade</b> (8 exams at 8.5% each)
<b>Discussions:</b> You will have four discussion questions. Each Discussion Question is worth 3% of toward your final grade. To earn full credit, you must post at least three lengthy and thoughtful responses. For example, one response to the question and then two responses to the posts of classmates.	<b>8%</b> (4 discussions at 2% each)
<b>Signature Assignment: Application Paper for Campaigns and Elections.</b> In this assignment, you must develop an effective campaign message and communicate it to targeted voters across the state. This assignment requires that you apply the abstract concepts regarding effective campaigns in Texas to a fictional candidate. This assignment requires you understand the importance of political participation, personal responsibility and effective communication.	<b>8%</b>
<b>Signature Assignment 2: Application Paper for Legislative Branch.</b> For this assignment, you must explain how various political and institutional factors (including your own position and that of your constituents) would determine your legislative vote on a bill important in Texas. This requires critical thinking about the various pressures you would face as well as an understanding of social responsibility inherent in representative democracy.	<b>8%</b>
<b>Signature Assignment 3: Application Paper for Governor and Public Policy.</b> For this assignment, you must apply the formal and informal powers of the Texas Governor to show how he or she can uniquely influence the public policy process in the state on four specific issues. This assignment requires you to think critically about the limited power of the executive and the social responsibility necessary for representative democracy to work- if the Governor does not keep his or her campaign promises, he or she is not likely to be re-elected.	<b>8%</b>

<b>Review Questions:</b>  There are a series of review questions available for you to take to determine if you are adequately prepared to take the section exams. They are graded only so you can see how you did. You may take them as often as you wish. THEY DO NOT COUNT TOWARD YOUR FINAL GRADE.	0.0%
<b>TOTAL</b>	<b>100%</b>

### Grading Scale

Your final grade will be determined according to the following scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 - 59%

### Unit Exams

The course is divided into eight sections. During the semester you will take eight exams (one for each section). Each set of exam questions is selected from a large database of questions prepared by me. Every time you take an exam, the questions will be randomly generated from the database. **You will have 45 minutes to complete each exam.** **There is no timer on Blackboard, so you are responsible for keeping up with the time. Exams that go over 45 minutes will not be accepted except under extraordinary circumstances** The exams are each worth 8.5% of your final grade. You must complete each exam by the date indicated, but you may always work ahead of the schedule.

The eight course exams will be based on the following materials:

- 1) Written Lectures** - On the website, you will find written lecture notes by Dr. Little designed to introduce you to Texas politics and prepared you for the exams. Read, take notes on and study them closely.
- 2) Audio Lectures** - Within the written lecture notes, you will find headphones that signify audio lecture sections to enhance the written notes. Be sure to listen to each of these sections, take notes on them and study them with the written notes.
- 3) Textbook Material** - Be sure to read, take notes on and study the materials assigned in the textbook for each exam. You will also be tested on that material.

### **Exams (Each is 8.5 % of your final grade)**

**Exam 1** will cover the **Contexts of Texas Politics**. This exam will include all online course materials under this section. It will also include chapter 1 from your text. This test will have 25

questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, August 19, at 11:59 pm.

**Exam 2** will cover **Individual Participation: Campaigns and Elections**. This exam will include all online course materials under this section. It will also include chapter 5 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, August 26, at 11:59 pm.

**Exam 3** will cover **Aggregate Participation: Interest Groups and Political Parties**. This exam will include all online course materials under this section. It will also include chapters 3 & 4 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, September 2, at 11:59 pm.

**Exam 4** will cover **Institutions: The Legislative Branch**. This exam will include all online course materials under this section. It will also include chapter 6 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, September 9, at 11:59 pm.

**Exam 5** will cover **Institutions: The Executive Branch and the Bureaucracy**. This exam will include all online course materials under this section. It will also include chapters 7 & 8 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, September 16, at 11:59 pm.

**Exam 6** will cover **Institutions: The Judicial Branch and the Texas Constitution**. This exam will include all online course materials under this section. It will also include Pages 36-38 (13<sup>TH</sup> ed)/ 21-23 (12<sup>th</sup> ed) & Chap. 11 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, September 23, at 11:59 pm.

**Exam 7** will cover **Federalism and Local Government**. This exam will include all online course materials under this section. It will also include chapters 2 (pages 36-38) & 11 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, September 30, at 11:59 pm.

**Exam 8** will cover **Public Policy**. This exam will include all online course materials under this section. It will also include chapters 12, 13 & 14 from your text. This test will have 25 questions which you will have 45 minutes to complete. It will count for 8.5% of your final grade. This exam is due by Sunday, October 7, at 11:59 pm.

### **Summary of Testing Information**

<b>Unit</b>	<b>Covers Online Materials and Chapters</b>	<b>Number of Questions</b>	<b>Time to Complete</b>	<b>Percentage of grade</b>	<b>Date Due</b>
<b>Context of Texas Politics</b>	Chap 1	25	45 minutes	8.5 %	Sunday, August 19; 11:59 pm

<b>Campaigns and Elections</b>	Chap 5	25	45 minutes	8.5 %	Sunday, August 26; 11:59 pm
<b>Interest Groups and Parties</b>	Chap 3 & 4	25	45 minutes	8.5 %	Sunday, September 2; 11:59 pm
<b>Legislative Branch</b>	Chap 6	25	45 minutes	8.5 %	Sunday, September 9; 11:59 pm
<b>The Judiciary and the Texas Constitution</b>	Chap 2, 9 & 10	25	45 minutes	8.5 %	Sunday, September 16; 11:59 pm
<b>Executive Branch and the Bureaucracy</b>	Chap 7 & 8	25	45 minutes	8.5 %	Sunday, September 23; 11:59 pm
<b>Federalism and Local Government</b>	Pages 36-38 (13 <sup>th</sup> ed)/ 21-23 (12 <sup>th</sup> ed) & Chap. 11	25	45 minutes	8.5 %	Sunday, September 30, 11:59 pm
<b>Public Policy</b>	Chap 12, 13 & 14	25	45 minutes	8.5 %	Sunday, October 7, 11:59 pm

***Give yourself ample time to listen to the lectures and read the text before taking the exam. Do not wait until the last minute before a completion date to take your test. You may always work ahead of the posted testing deadlines. My advice is to start early in the semester and work at a steady pace. You will find this course much more enjoyable if you make it part of your regular schedule. Contrary to popular belief, no one works better under pressure!***

**Signature Assignment 1 (Unit 2): Campaign and Elections Paper**  
(3-5 pages)

**Due Friday, August 24, by 11:59 pm**

**Paper must be double spaced, with 12 point font and include section headers for each of the paper sections noted below (Candidate, Campaign Message, Campaign Strategy, Campaign Resources).**

**Objective:** The objective of this assignment is for students to think critically about effective political campaigns in Texas and understand both the personal and social responsibility inherent in representative democracy.

**Description of Assignment:** You have been hired to be the campaign manager for a candidate for Governor of the State of Texas. As campaign manager, you need to develop the campaign plan based on the four of the five (do not worry about campaign organization) components of a modern campaign discussed in the lecture notes. In your paper, please address the following:

- **Candidate:** A description of the qualifications (personal and professional) of the fictional candidate you will be working for. Create the biography for your candidate, including name, experience, history and characteristics (include political party) for your candidate. (Unit 2 Written Lectures, Slide 22)
- **Campaign Message:** Select one of the campaign messages in the notes and talk about how it will be used in your campaign- it should be a good fit for the candidate you describe. (Unit 2 Written Lectures, Slide 23)
- **Campaign Strategy:** Explain what types of voters are likely to vote for you (based on candidate qualities and campaign message). (Unit 2, Written Lectures, Slide 24)
- **Campaign Resources:** Explain what types of people are most likely to donate money to and work in your campaign. (Unit 2, Written Lectures, Slide 24)

The paper should include subject headers (ie. Candidate, Campaign Message, Campaign Strategy and Campaign Resources, etc.)

Assessment: Your Assignment will be assessed based on the following rubric.

	Percent	0 %	60%	80%	100%
Candidate	15%	No Effort	Limited discussion of candidate.	Some discussion, but did not include all aspects of biography.	Thorough biography of candidate.
Campaign Message	25%	No Effort	Limited discussion (three sentences or less) of Campaign Message.	Lists, but does not thoroughly explain campaign message.	Explains campaign message and why it will be effective in Texas.
Campaign Strategy	30%	No Effort	Limited discussion of who message targets (one paragraph or less).	Discusses message and some target groups, but does not explain thoroughly (two or less target groups).	Thoroughly discusses message, issues and groups targeted by issues (at least three target groups).
Campaign Resources	20%	No Effort	Lists potential donors and voters, but does not explain. One paragraph or less.	Lists and discusses some possible voters and donors, but incomplete.	Thoroughly explains potential voters, and donors and why they would be supportive.
Grammar/	10%	No	Numerous	Some	Well written and



Structure		Effort	grammatical and typographical errors, no headers.	grammatical and/ or typographical errors and/ or no headers.	well organized
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**Signature Assignment 2 (Unit 4): Legislative Policy Paper**  
**(3-5 pages)**

**Due, Friday, September 7, by 11:59 pm**

**Paper must be double spaced, with 12 point font and include section headers for each of the paper sections noted below (Three Representational Roles and Role You Choose, Influence of Legislative Leaders, Rank and Explain Influences of Institutional Factors, and Explain Your Vote)**

**Objective:** The objective for this assignment is for students to understand and critically analyze the multiple pressures on policy makers in Texas as they most listen to their leaders, the governor, the voters (social responsibility) and their own conscience (personal responsibility) in deciding how to cast their vote on a controversial issue.

Assignment: You have recently been elected as a Republican to the Texas House of Representatives from a competitive district (even number of Democrats, Republicans and Independents) just outside of Dallas. One of the first bills that you must vote on is House Bill 3- a Bill to require the death penalty for anyone convicted of selling opioids for a third time. Your constituents support the bill as does the Governor your party, but you oppose it on grounds that the death penalty should be reserved for heinous crimes (pre-meditated murder). The Speaker of the House opposes the bill as well.

In explaining how you will vote on the bill, be sure to explain the following:

- What Representational Role you will adopt (trustee, delegate or politico). (Unit 4 Written Lectures, Slide 24)
- How will the Speaker of the House, the Lt. Governor and Governor of Texas influence the fate of the bill? (Unit 4 Written Lectures, Slides 8, 9, 10 & 19)
- How do you think constituents might try to influence your vote? (Unit 4 Written Lectures, Slide 17)
- Which factors noted above and in your notes (constituents, governor, party leaders and your own opinion) will influence your vote? Rank them in importance. (Unit 4, Written Lectures, Slide 21)
- Will you vote for or against the bill? Please explain your answer thoroughly. You should refer back to the representational role here. (Unit 4 Written Lectures, Slide 24)

**The paper should include subject headers (ie. Representational Roles, Influence of Legislative Leaders, etc.)**



Assessment: Your Assignment will be assessed based on the following rubric.

	Percent	0 %	60%	80%	100%
Representational Roles	25%	No Effort	Notes at least one of three roles or lists, but does not explain all three.	Discusses all three roles, but does not apply to issue.	Thoroughly explains each role as well as why and how they chose to vote.
How do different people influence public policy?	30%	No Effort	Limited discussion of how each institutional factor can influence their decision.	Lists all people, but limited discussion of how they influence or does not discuss all people.	Thoroughly explains how leaders, governor, citizens and personal opinion can influence decision.
Rank and Explain Influences of institutional factors.	20%	No Effort	Ranks institutional factors, but limited explanation or does not rank all factors.	Ranks institutional factors, but does not thoroughly explain ranking of each.	Notes ranking of each institutional factor and thoroughly explains why each is ranked.
Explain your vote.	15%	No Effort	Yes or no vote with no explanation.	Yes or no vote with no reference to representational role and/ or institutional factors.	Expresses yes or no vote and explains importance of representational role and institutional factors.
Grammar/ Structure	10%	No Effort	Numerous grammatical and typographical errors, no headers.	Some grammatical and/ or typographical errors and/ or no headers.	Well written and well organized

**Signature Assignment 3 (Unit 6): Governor and Public Policy Paper**  
(3-5 page)

**Due Friday, September 21, by 11:59 pm**

**Paper must be double spaced, with 12 point font and include section headers for each of the paper sections noted below (Effective Campaign Issues, Summary of Formal and**

## Informal Powers, Formal Powers Applied to Issues, Informal Powers Applied to Issues)

**Objective:** The objective for this assignment is for students to understand the critical linkage between participatory democracy (elections) and public policy in a representative democracy. It is the individual and corporate responsibility of the voters to make sure that elected officials implement public policy beneficial to the public and, if they do not, to remove them from office the next election. Students must explain how elected governors can use their formal and informal powers to influence public policy.

Congratulations! You have recently been elected the Governor of Texas. You built your successful campaign around promises to address four issues that are significant to the voters of Texas: controlling immigration from Mexico, upgrading the state's roads and highways, making sure the death penalty is applied fairly and improving k-12 education. Please discuss each of these issues and focus on the following:

- Why these issues likely helped get you elected Governor (refer to Campaign message and campaign strategy from Unit 2)? (Unit 2 Written Lectures, Slide 24)
- Discuss the formal and informal powers of the Governor Texas? (Unit 6 Written Lectures, Slides 5-9)
- What is at least one formal power (do not use the same formal power all of the issues) that you can use to get each policy passed by the legislature? (Unit 6 Written Lectures, Slides 5, 6 & 7)
- What is at least one informal power (do not use the same informal power for each of the issues) that you can use to get each policy passed by the legislature? (Unit 6 Written Lectures, Slides 8 & 9)

Paper should be organized using subject headers (ie. Campaign issues, Formal and informal powers, etc.).

Assessment: Your Assignment will be assessed based on the following rubric.

	Percent	0 %	60%	80%	100%
Why were these issues chosen for the campaign?	15%	No Effort	Repeats issues, but limited discussion of why they matter.	Lists issues, but more a generic discussion of why issues matter- not specific to these issues.	Explains why each of this issues would be important to Texas voters.
Formal and Informal Powers	25%	No Effort	Just lists formal and informal powers or does not distinguish between the two.	Lists, but does not thoroughly discuss formal and/ or informal powers.	Thoroughly distinguishes between and explains nature of each formal and informal power.
Apply Formal	25%	No	Lists formal	Discusses	Thoroughly

powers to issues.		Effort	powers but does not apply to each issue.	formal powers, but does not apply a specific power to each issue.	explains how a formal power can be used to influence each public policy issue.
Apply informal powers to issues.	25%	No Effort	Lists informal powers but does not apply to each issue.	Discusses informal powers, but does not apply a specific power to each issue.	Thoroughly explains how an informal power can be used to influence each public policy issue.
Grammar/ Structure	10%	No Effort	Numerous grammatical and typographical errors, no headers.	Some grammatical and/ or typographical errors and/ or no headers.	Well written and well organized

**ALL SIGNATURE ASSIGNMENTS WILL BE GRADED WITHIN A WEEK OF BEING TURNED IN**

### Discussion Questions

**(8% of final grade 2% each)**

You will be responsible for posting at least two responses to each discussion question - there are no right or wrong answers. I want your response to the question and your response(s) to the posts of your colleagues in the class (Due dates are listed below).

**NOTE: A single post is considered one response, no matter how many you make or issues you address in the post. Multiple responses means more than one post- for example, posting an initial response to the question and then responding individually to posts from two classmates would be considered 3 responses no matter how long or detailed each response.**

**LATE RESPONSES TO THE DISCUSSION QUESTIONS WILL NOT BE ACCEPTED EXCEPT IN EXTREME CASES OF MAJOR ILLNESS (DOCTORS NOTE) OR DEATH IN THE FAMILY.**

**Question 1 (Unit 1):** According to your notes, there are three political subcultures: Individualistic, Traditionalistic and Moralistic- which do you prefer and why? **(Due by 11:59 pm, Friday, August 17)**

**Question 2 (Unit 3):** Based on what you read in the lectures and the textbook, do you think interest groups are a positive or a negative influence on politics in Texas? **.(Due by 11:59 pm, Friday, Aug. 31)**

**Question 3 (Unit 5):** In the notes, it is suggested that the judicial branch (courts) is just as political as the

executive (governor) and legislative (legislature) branches of Texas government. Do you agree or disagree? **(Due by 11: 59 pm, Friday, September 14)**

**Question 4 (Unit 7):** Like every state, Texas is made up of cities, towns and communities. However, it is also a state and must balance local independence (letting local folks make decisions) with state law. Where do you think that balance should be- with local governments (Mayors and City Councils) or with state government (Governor and the Legislature)? Do you think it should vary by policy area? **(Due by 11:59 pm, Friday, September 28)**

**Grading Rubric:**

Level of Participation	
No Response	0 (F)
One or two sentence single response.	50% (F)
Single, relatively brief response	60% (D)
Single, thoughtful but brief response or two brief responses that show little effort	70% (C)
At least one very lengthy and thoughtful response or two limited posts.	80% (B)
At least two thoughtful and relatively lengthy (paragraph or more) responses or three more limited posts.	90% (A)
More than two thoughtful and relatively lengthy (paragraph or more) responses	100% (A)

**Course Policies**

**Schedule of lessons and activities:** You must complete all assignments and quizzes by the due dates.

All due dates for the assignments and quizzes are listed in the course schedule, which is located at the end of this syllabus.

**Academic Integrity**

It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

(Regents' Rules and Regulations, Series 50101, Section 2.2)

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation

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Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

### **Student Support Services Available**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at (817) 272-6107 for more information and appropriate referrals.

**The English Writing Center**, 411LIBR, is welcoming and supportive environment for students who seek assistance on a wide variety of writing assignments and needs. We encourage and motivate student writers of all levels, and provide our clients with the highest quality assistance available. Our free services include 20-, 40-, and 60-minute face-to-face and online sessions, and a variety of workshops on campus.

**The I.D.E.A.S. Center** is a hub of services to UT Arlington students undergoing a transition to a four-year university. The center is funded by a Department of Education grant aimed at partnering with transfer students, veterans, sophomores, and students re-entering school after a break, to help pave a path to student success. We offer free tutoring and mentoring, as well as other services in coordination with academic success partners in the Central Library's [Academic Plaza](#).

Stop by the 2<sup>nd</sup> floor of the Central Library to see your new space which includes computers, study rooms, collaborative space and comfortable study areas with whiteboards.

Register and schedule a session at [uta.mywconline.com](http://uta.mywconline.com), or look at our events calendar to attend any of our [workshop](#) sessions.

### **Drop Policy**

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments.

**Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the**

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basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations

constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

### **Course Schedule**

Below is the course schedule for you to follow throughout the course.

#### **8-Week Course Schedule**

<b>Unit 1: The Context of Texas Government</b>	<b>Due Dates</b>
<b>Week 1</b>	
Readings: Texas Politics – Chapter 1	
Lecture: Part 1: Course Introduction Part 2: Political Context Part 3: The Political Culture Part 4: Historical Context Part 5: Demographic and Economic Context Part 6: Geographic Context	
<b>Discussion 1</b>	<b>11:59 P.M. Friday of Week 1 (August 17)</b>
<b>Assessment: Exam 1</b>	<b>11:59 P.M. Sunday of Week 1 (August 19)</b>
<b>Unit 2: Individual Participation: Voting, Campaigns and Elections</b>	
<b>Week 2</b>	
Readings: Texas Politics - Chapters 5	
Lecture: Part 1 : Individual Participation Part 2 : Campaigns and Elections	
<b>Assignment: Signature Assignment 1</b>	<b>11:59 P.M. Friday of Week 2 (August 24)</b>
<b>Assessment: Exam 2</b>	<b>11:59 P.M. Sunday of Week 2 (August 26)</b>
<b>Unit 3: Aggregate Participation: Interest Groups and Political Parties</b>	
<b>Week 3</b>	



Readings: Texas Politics - Chapters 3 & 4	
Lecture: Part 1: Interest Groups Part 2: Political Parties	
<b>Discussion 2</b>	<b>11:59 P.M. Friday of Week 3 (August 31)</b>
<b>Assessment: Exam 3</b>	<b>11:59 P.M. Sunday of Week 3 (September 2)</b>
<b>Unit 4: The Legislative Branch</b>	
<b>Week 4</b>	
Readings: Texas Politics – Chapter 6	
Lecture: The Legislative Branch	
<b>Assignment: Signature Assignment 2</b>	<b>11:59 P.M. Friday of Week 7 (September 7)</b>
<b>Assessment: Exam 4</b>	<b>11:59 P.M. Sunday of Week 8 (September 9)</b>
<b>Unit 5: The Judiciary and the Texas Constitution</b>	
<b>Week 5</b>	
Readings: Texas Politics - Chapters 2, 9 & 10	
Lecture: Part 1: The Judicial Branch Part 2: Civil Rights and Civil Liberties Part 2: The Texas Constitution	
<b>Discussion 3</b>	<b>11:59 P.M. Friday of Week 5 (September 14)</b>
<b>Assessment: Exam 5</b>	<b>11:59 P.M. Sunday of Week 5 (September 16)</b>
<b>Unit 6: Governors and the Bureaucracy</b>	
<b>Week 6</b>	
Readings: Texas Politics - Chapters 7 & 8	
Lecture: Part 1: Governors	

Part 2: The Administrative State	
<b>Assignment: Signature Assignment 3</b>	<b>11:59 P.M. Friday of Week 6 (September 21)</b>
<b>Assessment: Exam 6</b>	<b>11:59 P.M. Sunday of Week 6 (September 23)</b>
<b>Unit 7: Federalism and Local Government</b>	
<b>Week 7</b>	
Readings: Texas Politics – Pages 36-38 (13 <sup>TH</sup> edition)/ 21-23 (12 <sup>th</sup> edition) & 11	
Lecture: Part 1: Federalism Part 2: Local Government	
<b>Assignment: Discussion 4</b>	<b>11:59 P.M. Friday of Week 7 (September 28)</b>
<b>Assessment: Exam 7</b>	<b>11:59 p.m. of Week 7 (September 30)</b>
<b>Unit 8: Public Policy</b>	
<b>Week 8</b>	
Readings: Texas Politics - Chapters 12, 13 & 14	
Lecture: Part 1 Policy Process Part 2: The Economy & Budget Process Part 3: Education Policy Part 4: Environmental Policy Part 5: Welfare Policy Part 6: Energy Policy Part 7: Transportation Policy	
<b>Assessment: Exam 8</b>	<b>11:59 P.M. Sunday of Week 8 (October 7)</b>