

POLS 2306: State & Local Government Summer II 2021

Section: 001

Department of Social Sciences
Texas A&M University Corpus Christi

1 Instructor Information

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Office Hours: Mondays: 4:30pm-6:30pm,

Tuesdays: 11:00am-1:00pm, Wednesdays:

4:30pm-6:30pm

and by appointment

Class Location: Center for Instruction 127

Course Time: 2:00 to 3:55 MTWR

2 Course Description and Purpose

When we think of politics, we often think of the national government in Washington, DC. While decisions made by the president, Congress, and the U.S. Supreme Court shape our lives in countless ways we are more often and more directly impacted by the decisions of state and local governments. Why is it, for instance, that the speed limit is 75 miles per hour in many parts of Texas, but 80 miles per hour in many parts of Utah? Why is it easier to vote absentee in Oregon than it is in Texas? Why is recreational marijuana legal in Colorado but not in Texas? Why does Texas lack an income tax? All of these questions are important to our daily lives; to answer *any* of these questions requires understanding of state & local government. This course serves as an introduction to how the state & local political systems work, and how people behave in those systems. We do so with an emphasis on Texas.

This course assumes little knowledge about government or politics, it is after all an introductory course. It functions almost like a buffet. We'll explore lots of topics, including the structure of Texas government (the rules of the game) and the way people and groups behave in that system (how the players play the game). If find you're interested in a topic we cover (and I hope you will!), we probably have other classes where you can learn more about it. Just talk to me and I'll let you know what that course is so you can register for it next semester.

Each day we'll cover a different aspect of state & local government in the abstract along with concrete examples throughout the lecture. So for instance, we might talk about executive power, along with Governor Abbott's response to covid-19. The goal here is that you see the concepts in action to help you grasp the abstract concepts via concrete examples from the world today. In order for this to work, you have the readings and participate in the class discussion forums- remember, I am interested in you participating in class; there is no penalty for answering incorrectly or asking a clarifying question.

I realize many of you may not be political science majors. To that end, this course emphasizes writing. Writing is a critical skill that is important regardless of your major or eventual career. Accordingly, you will write a brief discussion paper and participate in discussion forums. More details are below and in the handouts posted on Blackboard.

Student Learning Outcomes

On completion of this course students will be able to:

1. Recall basic facts related to the foundations of Texas government
2. Describe key political concepts related to state institutions such as the legislature, the various executive actors, and the judiciary.
3. Demonstrate their understanding of key concepts relating to political behavior such as voting, elections, political parties, interest groups and the media.
4. Understanding of definitions, concepts, and theories of state government

Core Objectives

The Four Core Objectives related to this course are: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility. By the end of the semester the course will have met these objectives:

1. By having the students engage in critical thinking activities related to the state constitution, the political and philosophical foundations of Texas, governmental institutions, and political behavior.
2. By having students engage in written, verbal, or visual activities related to the Constitution, the political and philosophical foundations of the state, governmental institutions, and political behavior.
3. By having students engage in course related activities that connect personal responsibility and political ideology to encourage ethical decision making.

3 Course Format

This class meets face-to-face. Of course, the evolving pandemic situation may dictate changes. Should that be the case, I will communicate any changes to you via your University e-mail. The course is divided into a series of readings & an accompanying accompanying lecture. Each is assigned to a specific day (which is the same as a week in a Fall/Spring semester) and it has an associated quiz. Roughly every week, we will have an exam (which are timed but open note).

4 Requirements

Text

There is one required book which the majority of our readings will come from. Other readings are posted on Blackboard and are noted on the course schedule. Be sure to read all readings for each

listed day *before* the lecture.

The book is available at the campus bookstore, for both purchase and rental. However, you can purchase or rent the book for a substantially lower rate online. To this end, I provide the ISBN for the book in the syllabus and will place all of the first week's readings on Blackboard to allow for shipping time. After the first week I expect you to have the book and bring it with you to class.

1. Rottinghaus, Brandon. 2021. *Inside Texas Politics: Power, Policy, and Personality in the Lone Star State*. 3rd Edition. Oxford University Press: New York.
ISBN: 978-0197546161

Assessment

This course is worth 100 points which are broken up over several different items. It is your responsibility to keep track of your grade over the course of the semester

- Participation & Attendance: 6 points
 - Connections Assignment: 10 points
 - Short Paper: 6 points
 - Quizzes: 28 points
 - Exams: 50 points
1. **Participation and Attendance (6 points)**– Attending class is important since we will go over difficult concepts in class and you'll have the opportunity to ask questions about parts of the readings and lectures which are not clear. However, coming to class is only half the battle. You also have to participate in class. Of course, asking informed questions or joining the classroom discussion is a part of participation, but so too is actively listening (ie: Are you taking notes and paying attention or are you sleeping and texting?).
 2. **Connections Assignment (10 points)**– One of the best ways to understand the concepts from class is to apply them to the real world. It is not enough to be able to recite the textbook definition of federalism, it is much better to be able to point to examples of how Governor Abbot worked with the federal government to distribute the covid-19 vaccine. To this end, almost all topics on the syllabus has an associated short newspaper article. You should read that article and tie it back to the material in the textbook in a short forum post of about 200 words. Each post is worth one point. Since there are 11 topics, this allows you to miss 1 with no penalty to your grade. Alternatively, do all of them to get 1 point extra credit.
 3. **Short Paper (6 points)**— Over the course of the semester, you will write a short papers (2-3 pages) answering a short question relating the class material to the contemporary political world in 2021. Early in the semester, you will have a choice to sign up for the topic you would like to write about. Please know there are a limited number of slots for each paper and they are “first come, first serve.” So, be sure to sign up early. You must sign up for the topics you want to write on at the start of the semester and cannot change your choice. Paper deadlines

are always at 11:59pm on a Friday evening (although they can be turned in early). A full list of these readings is available on Blackboard. By Wednesday July 7 at 2:00pm, be sure to sign up for your choice on Blackboard. For more details, see the Discussion Paper handout.

4. **Quizzes (28 points)**— Every lecture day has a brief quiz (14 of them total). All quizzes are due by the start of class (2:00pm) for the listed day (as in it must be submitted by 2:00pm). They are all listed on the Quiz Schedule handout on Blackboard. The quizzes consist of five multiple choice questions. They are open note, but are timed at ten minutes with just one attempt, so I recommend taking the time to review your notes before taking the quiz. If you do the readings you should have no problem with the quizzes. Each quiz is worth 2 points toward your final grade.

5. **Exams (50 points)**—There are three exams. The first is worth 10 points, or one letter grade. The second and third exams are worth 20 points, or two letter grades. None of the exams are cumulative and consist of 50 multiple choice questions. Before each exam I will provide a study guide. Exams will open at 12:01am and close at 11:59pm (as in it must be submitted by 11:59pm). Taking exams on the scheduled day is imperative, if you miss an exam and do not have a valid documented excuse on file with SEAS the make up exam will be a separate research paper. Should you miss the exam, the onus is on you to schedule a make-up with me. I will not seek you out to remind you that you missed the exam.

Assessment Scale

A: 90-100	B: 80-89.9	C: 70-79.9	D: 60-69.9	F: <59.9
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Sensitive Topics

Since politics is a reflection of the society in which we live, we will cover several topics which touch on topics which might be sensitive such as gay rights, protest movements, abortion policy, and sexual assault. These topics are included because we cannot adequately study Texas politics without covering them. My personal policy is to remain neutral (I'm a political scientist, emphasis on the second word). I encourage disagreement, but it must be done in a respectful way. You have my assurance that I will do everything reasonably related to keeping these discussions civil and academic. I know aspects of this course may be emotionally difficult. You may personally connect with or be affected by some of the material covered in this course, so I urge you to identify a support system outside of this class. I am happy to meet with you to discuss any concerns or accommodation needs, but I also encourage you to seek out confidential or other resources.

5 Course Policies

Contacting the Instructor

I am happy to help you either via e-mail, or during office hours. At request, we can meet virtually via WebEx. If my office hours do not fit your schedule let me know and we can schedule a meeting at a time that is more convenient. If you come to office hours you should come prepared; bring your book, notes, and read the material in advance. If you contact me via e-mail, I will respond

within 48 hours, though in most cases it will be less than six hours. Should you not hear from me after 48 hours, feel free to send a follow-up. However, in any e-mail you must identify yourself and use proper format which consists of an opening (As simple as the recipient's name), a closing (as simple as your name), and a descriptive subject line. If you do not follow that convention or if you use Internet shorthand (ie: "u" instead of "you,") I will not reply to the message.

Make-up Exams and Assignments

To qualify for a make-up test a student must notify me of the absence in advance via e-mail and provide documentation. Make-up exams will be a written research paper. The onus is on the student for a make-up exam. I will not seek you out to let you know you missed an exam.

Extra Credit

The only extra credit I offer is a one point increase for the discussion paper (remember, the course is only worth 100 points) for consulting with the writing center for your paper. Appointments are usually necessary. Just screenshot your confirmation and place it at the end of your paper.

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the University Student Handbook. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. Violations of the Academic Honor Code will not be tolerated.

Academic dishonesty, cheating, and plagiarism of any kind are unacceptable. There are no exceptions. Consequences for academic dishonesty, cheating, and plagiarism include, but are not limited to, a failing grade for an assignment or exam, a failing grade for the course, noncredit for an assignment or exam, additional work, and/or direct referral to university officials.

If academic dishonesty, cheating, or plagiarism is suspected on any assessment, the instructor reserves the right to impose restrictions and make changes on future assessments for an individual and/or the entire class as needed.

Please also note that the university requires that faculty members formally report all instances of academic misconduct. Here are the official procedures: http://judicialaffairs.tamucc.edu/assets/procedure_academicmisconductcases.pdf

Academic dishonesty includes, but is not limited to, the use of unauthorized information during a quiz or exam, plagiarism, submitting the same paper for multiple courses without permission, or depriving another student of the ability to perform his or her work. The term cheating includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, plagiarism; or (3)

the acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff. The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. If you have questions about the university's policy on academic dishonesty, please see the Student Code of Conduct at <http://judicialaffairs.tamucc.edu/StudentCofC.html>.

Please note "plagiarism" includes intentionally, knowingly, or carelessly presenting the work of another as one's own. Additionally, the procedure has been updated to reflect the Academic Integrity Committee as the body to consider grade appeals and academic misconduct cases, as well as identifies the selection process of committee members. Detailed information can be found on the University Handbook of Rules and Procedures website. Contact for interpretation or clarification is the Associate Vice President for Academic Affairs.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Student Caregivers: If you have caregiving responsibilities (e.g., parent of a child or care for elderly parents) and you anticipate scheduling difficulties, please discuss this with me the beginning of the semester to work out an appropriate strategy in advance.

Sexual Assault & Gender Based Discrimination

TAMUCC faculty is fully committed to supporting students and upholding an environment free of sexual violence and gender based discrimination. If a student chooses to confide in faculty (or other entities on campus) regarding an issues of sexual violence, dating violence, domestic violence and stalking it should be understood that faculty members are often obligated to report this information. Students can choose to disclose their experience confidentially to the following resources:

- University Counseling Center
- Student Health Center

Academic Advising (for students with a majors in the College of Liberal Arts)

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center.

The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation **WILL NOT** automatically result in your being dropped from the class. **July 27, 2021** is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Deans office in the college in which the course is taught or the Office of the Provost.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Classroom Courtesy

Classroom courtesy is an essential component of creating an effective learning environment. All students have the right to learn without unnecessary distractions. These distractions include: cell phones, talking during lectures (unless recognized by the instructor), reading newspapers, falling asleep, etc. If you need a cell phone for emergency purposes, leave it on vibrate. Entering and leaving are also significant sources of distraction. It is your responsibility to be on time and to stay for the entire period. In circumstances where you need to leave early, tell the instructor beforehand. Repeated disruptions of class will lead to a reduction in your final grade.

Most importantly, the syllabus includes many sensitive topics which can lead to strong feelings and heated debate. Because this is a college classroom, all discussion must be respectful and scholarly. This is to say you must be respectful, in both content and tone, of diverse opinions and not make personal or partisan attacks.

Acceptable Comments

- are respectful of diverse opinions and open to follow up questions and/or disagreement
- are related to class and/or the course material
- focus on advancing the discussion about issues related to the course and/or course material rather than personal beliefs, and
- are delivered in normal tones and a non-aggressive manner.

Unacceptable Comments

- are personal in nature. This includes attacks on a person's appearance, demeanor, or political beliefs.
- include interrupting the instructor or other students. Raise your hand and wait to be recognized.
- often use the discussion to argue for political positions and/or beliefs. If political discussions arise, they must be discussed in a scholarly way (see above).
- may include using raised tones, yelling, engaging in arguments with other students and being threatening in any manner.
- include ignoring the instructor's authority to maintain the integrity of the classroom environment.

COVID - 19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University- Corpus Christi has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring- Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**
- Face Coverings- Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy (https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) and Frequently Asked Questions (FAQ) (<https://www.tamucc.edu/fall-2020/face-coverings-faq/>) available on the Fall 2020: Plans for Campus (<https://www.tamucc.edu/fall-2020/>) website.

- Classroom Ingress/Egress- Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- Physical Distancing- Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that days class remotely for all students.

Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. Its a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and dont have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to (location).

- Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
- Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
- Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
 - The notifications include emails, text and pre-recorded messages, as appropriate.
 - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
 - Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
 - Shelter in Place via Code Blue.
 - “Shelter-in-place” means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.
 - Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <http://safety.tamucc.edu/ems/activethreat.html>
 - For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf>

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice. These changes may come via e-mail. Make sure to check your university supplied email regularly. You are accountable for all such communications.

6 Tentative Course Schedule

A few notes about reading the course schedule:

- “*Rottinghaus*” refers to the required Rottinghaus book
- “(B)” means that reading can be found on Blackboard.

Course & University Basics

Monday July 5– Introduction to the Course

- *No readings*

The Basic Structures of Government

Tuesday July 6– Texas Political Culture

- Rottinghaus Chapter 1
- Ura, Alexa and Lindsay Carbonell. 2016. “Young Texans Make Up the Most Diverse Generation.” *Texas Tribune*. 23 June 2016. (B).

Wednesday July 7– The Constitution: The Rulebook

- Rottinghaus Chapter 2
- Mendez, Maria. 2019. “Texas Voters Say Yes on Ban on State Income Tax.” *Dallas Morning News*. 6 November 2019. (B)

Thursday July 8– Texas in Nation: Federalism

- Rottinghaus Chapter 3
- Brooks Harper, Karen. 2021. “Paxton Sues Over Medicaid Extension - Texas AG Wants Funding Agreement Reinstated.” *Austin American-Statesman*. 15 May 2021. (B)

Monday July 12– **EXAM ONE**

- *No readings*
- *Class does not physically meet*

Political Institutions: The Rules of the Game

Tuesday July 13– The Legislature

- Rottinghaus Chapter 7
- Barragan, James. 2021. “Multiple Senate GOP Priorities Fail in Texas House After Last-Ditch Effort by Democrats to Run Out the Clock.” *The Texas Tribune*. 25 May 2021. (B)

Wednesday July 14– The Governor

- Rottinghaus Chapter 8
- Cobler, Nicole and Maria Mendez. 2021. “Texas Gov. Greg Abbott Bans Public Schools, Local Officials From Requiring Masks.” *Austin American-Statesman*. 19 May 2021. (B)

Thursday July 15– Other Executives & the Bureaucracy

- Rottinghaus Chapter 9
- Moritz, John C. 2021. “Bill to Remake Public Utility Commission in Wake of Uri Inches Closer to the Finish Line.” *Corpus Christi Caller Times*. 21 May 2021. (B)

Monday July 19– The Judiciary

- Rottinghaus Chapter 10
- Platoff, Emma. 2019. “State Leaders Again Want to Review How Texas Elects Judges. Will They End Partisan Judicial Elections?” *Texas Tribune*. 15 July 2019. (B)

Tuesday July 20– Criminal Justice

- Rottinghaus Chapter 11
- Cai, Mandi and Juan Pablo Garnham. 2020. “Texas’ Largest Cities Spend More on Police Than Anything Else. Activists Want More of Those Funds Spent on the Social Safety Net Instead.” *Texas Tribune*. 14 August 2020. (B).

Wednesday July 21– Local Government

- Rottinghaus Chapter 12
- Hartley, James. 2020. “Jenkins Asks Abbott to Require Masks in Texas as Dallas County Hits Another Record.” *Fort Worth Star- Telegram*. (B)

Thursday July 22– **EXAM TWO**

- *No readings*
- *Class does not physically meet*

Political Behavior: How the Actors Behave

Monday July 26– Voting & Elections

- Rottinghaus Chapter 4
- Corasaniti, Nick. 2021. “Texas Senate Passes One of the Nation’s Strictest Voting Bills.” *New York Times*. 30 May 2021. (B)

Tuesday July 27– Political Parties

- Rottinghaus Chapter 5
- Medina, Jennifer. 2021. “In South Texas, Hispanic Republicans Try to Cement the Party’s Gains.” *New York Times*. (B)

Wednesday July 28– Interest Groups

- Rottinghaus Chapter 6
- DiFurio, Dom and Todd J. Gillman. 2021. “Dozens of Texas Business Groups Urge Governor to End the Extra \$300 in Federal Unemployment Pay.” *Dallas Morning News*. 13 May 2021. (B)

Public Policy

Thursday July 29– Paying for it All: Budget & Finance

- Rottinghaus Chapter 13
- Isensee, Laura. 2020. “As COVID-19 Strains School Budgets, Texas’ Historic Education Cuts Give Lessons.” *Houston Public Media*. 18 June 2020. **(B)**

Monday August 2– Public Policy

- Rottinghaus Chapter 14

Tuesday August 3– Bringing Everything Together: Texas & Covid-19

- *No readings*

Wednesday August 4– **NO CLASS: READING DAY**

- *Good luck studying!*

Thursday August 5– **NO CLASS: READING DAY**

- *Good luck studying!*

FINAL EXAM: Friday August 6: Exam is open from 12:01am to 11:59pm

7 Due Dates & Assignments

- **Week One**

- M July 5: *First Day Notecard*
- T July 6: *Quiz 1, Connection 1, Paper Signup*
- W July 7: *Quiz 2, Connection 2*
- R June 8: *Quiz 3*
- F July 9: *Paper Option 1*

- **Week Two**

- M July 12: *Exam 1*
- T July 13: *Quiz 4, Connection 3*
- W July 14: *Quiz 5, Connection 4*
- R July 15: *Quiz 6, Connection 5*
- F July 16: *Paper Option 2*

- **Week Three**

- M July 19: *Quiz 7, Connection 6*
- T July 20: *Quiz 8, Connection 7*
- W July 21: *Quiz 9*
- R June 22: *Exam 2*
- F July 23: *Paper Option 3*

- **Week Four**

- M July 26: *Quiz 10, Connection 8*
- T July 27: *Quiz 11, Connection 9*
- W July 28: *Quiz 12, Connection 10*
- R July 29: *Quiz 13, Connection 11*
- F July 30: *Paper Option 4*

- **Week Five**

- M August 2: *Quiz 14*
- T August 3: *Nothing due!*
- W August 4: *Nothing due!*
- R August 5: *Nothing due!*
- F August 6: *Exam 3*