

UC 12/09 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Govt/Pols Effective Fall 2013

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: POLS College: CLASS
 2. Faculty Contact Person: Jeremy Bailey Telephone: 713.743.3934 Email: jbailey2@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
POLS / 2336 / US & Texas Constitutions, Politics and Institutions
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
POLS / 2336 / US/TX CONST, POLITICS & INSTNS
 • SCH: 3.00 Level: SO CIP Code: 45.1002.0001 Lect Hrs: 2 Lab Hrs: 1

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To enable better course content delivery
 5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:

- Instructional Area / Course Number / Long Course Title:
 ___ / ___ / ___
 • Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BBA,BA,BFA,BM, BS
 • Does this course affect major/minor requirements in the College/Department? Yes No
 • Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 • Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture laboratory (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ___ / ___ / ___
 • Course ID: _____ Effective Date (currently active row): _____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (2-1). Prerequisites: None Description (30 words max.): Constitutions and politics of the United States and Texas, emphasizing constitutional structure; executive, legislative, and judiciary institutions, state and federal; limited government, public opinion, elections, and civil liberties.

10. Dean's Signature: _____ Date: 10/12/12
 Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Political Science

Person Making Request: Jeremy D. Bailey

Telephone: 3-3934

Email: jbailey2@uh.edu

Dean's Signature: _____

Date: 09/07/2012

Course Number and Title: POLS 2336 US and Texas Constitution and Politics

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

In general, the course has four objectives:

1. To introduce the study of governmental design and structure of the US and Texas constitutions. This includes the original design as well as changes made over time. It includes informal changes as well as practical changes.
2. To introduce the study of US and Texas politics. This includes the mechanics of government as well as the political incentives shaping behavior by politicians and voters.
3. To teach students how to analyze arguments about public policy and about causation in politics.
4. To teach students how to write arguments that are clear and persuasive.

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political Science

Social & Behavioral Science

Component Area Option (WID)

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Communication Skills

Teamwork

Social Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Example of Paper Assignment:

Please answer one of the following questions within 4-5 pages.

1. Should a constitution be a perpetual law? Analyze Madison and Jefferson's correspondence on the subject in order to decide. In your answer, please present both arguments clearly before taking a side.
2. In *How Democratic is the Constitution?*, Robert Dahl argued that the U.S. Constitution contained many undemocratic attributes that should be changed. In Federalist #51, James Madison explained the logic of many of these undemocratic characteristics. Madison particularly emphasized the importance of arranging "the several offices in such a manner as that each may be a check on the other." Based on your reading of both texts, who has the better argument? Is our constitutional system of checks and balances necessary even if it occasionally thwarts the will of the majority?

Critical Thinking:

Communication Skills:

The course requires that students demonstrate their understanding of US politics through written exams and papers. Students are also expected to participate in class discussion.

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

[Click here to enter text.](#)

Social Responsibility:

Students examine the origins and development of constitutional democracy in the United States. This requires that they confront the theory and practice of consent, participation, and dissent.

Personal Responsibility:

Political Science 1336:
US and Texas Constitution and Politics (Honors)
Fall, 2012 University of Houston

Jeremy D. Bailey,
Associate Professor (Political Science and Honors)
PGH 395
jbailey2@uh.edu x33934
Office Hours: MW 11.30-1

Dr. George Hawley, Post Doctoral Teaching Fellow
Dr. Jacqueline Hunsicker, Post Doctoral Teaching Fellow

COURSE DESCRIPTION

This course will introduce students to the study of politics in Texas and the United States by considering the constitutional order of each. It will begin with the Declaration of Independence and the ratification of the US Constitution and then move through American constitutional development to consider the changes to the constitution of 1787. Throughout, it will investigate the relationship between practical politics and constitutional design as well as look to Texas as an example of constitutional politics at the state level.

LEARNING OBJECTIVES

In general, the course has four objectives:

1. To introduce the study of governmental design and structure of the US and Texas constitutions. This includes the original design as well as changes made over time. It includes informal changes as well as practical changes.
2. To introduce the study of US and Texas politics. This includes the mechanics of government as well as the political incentives shaping behavior by politicians and voters.
3. To teach students how analyze arguments about public policy and about causation in politics.
4. To teach students how to write arguments that are clear and persuasive.

REQUIRED TEXTS

Coleman, Goldstein, and Howell, *Cause and Consequence in American Politics*. Penguin.
Robert A. Dahl, *How Democratic is the American Constitution*, Second Edition. New Haven, CT: Yale University Press, 2003.
Morris P. Fiorina, *Culture War: The Myth of a Polarized America*, Third Edition.
Robert Scigliano, ed., *The Federalist*. Modern Library, 2000.
Woll, Peter, ed. *American Government: Readings and Cases*, Ninth Ed.

INTERNET RESOURCES

Texas Politics “textbook” at UT:
<http://texaspolitics.laits.utexas.edu/index.html>

teachingamericanhistory.org

The Founders' Constitution
<http://press-pubs.uchicago.edu/founders/>

REQUIREMENTS

Class Attendance

The success of our class depends in part upon the quality of student preparation. To this end, students should have carefully read and thought about the assigned reading before they come to class. Also, students should purchase the editions of books listed above as well as have them in class.

Participation is especially encouraged during the Friday discussion sections. All students should be registered in one of those sections.

Attendance is required in the lectures and discussion sessions. For every absence after the second absence, the class participation grade will be lowered by a letter grade, for example from an A to a C. Those who are frequently tardy will be warned and then considered absent for each late arrival.

Class participation will count as 10% of your final grade.

Papers

You will be required to write two papers. Paper questions and instructions for turnitin.com will be distributed as the due date approaches. One will be due in class on Sept. 21, and the other in class on Nov. 19.

Each paper will count as 25% of your grade.

Exams

There will be one blue-book exam during the semester and one during finals week. Except for dire and documented emergencies, no make-up exams will be allowed. Do not make travel arrangements that interfere with the exams.

Each exam will count as 20% of your grade.

Academic Integrity

Plagiarism is the use of someone else's work without proper credit; it will not be tolerated. Though we will discuss academic integrity in class, you are responsible for understanding and avoiding plagiarism in the work you submit. *The standard sanction for a violation of Academic Policy is failure in the course and a notation on the academic record. Sanctions can also include suspension from the university.* You can learn about the University's policy in the Student Handbook or online at:
<http://www.uh.edu/academics/catalog/general/acade2.html#honesty>

Americans with Disabilities Act of 1990

The American with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students who feel they need assistance under the ADA guidelines should approach the instructor to discuss such consideration.

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

ASSIGNMENTS

August 27: Introduction

Foundations

August 29: Lecture

1. Declaration of Independence (in Scigliano)
2. Thomas Jefferson, Letter to Weightman, 1826
<http://teachingamericanhistory.org/library/index.asp?document=5>
3. *Cause and Consequence*, chs.1-3

August 31: (No Discussion Groups: Instructors at Annual Meeting of American Political Science Association)

September 3: No Lecture (Labor Day)

September 5: Lecture: The Science of Politics

1. US Constitution (entire, in Scigliano)
2. Federalist No. 51
3. Dahl, *How Democratic is the American Constitution?*, chs. 1-3

September 7: Discussion Group : Creed v.s Culture

1. James Stoner, "Is there a Political Philosophy in the Declaration of Independence?," *Intercollegiate Review* 40: 2 (2005), 3-11.
2. Samuel Huntington, "The Hispanic Challenge," *Foreign Affairs* issue 141(2004): 30-45.

*both articles can be found through the "Academic Search Complete" database on the library's website. (go through "databases" next to the basic search on the homepage)

Confederacy or Nation?

September 10: Lecture: The Extended Republic

1. *Federalist* No. 10

September 12: Lecture: The Consolidated Republic?

1. Articles of Confederation (in Scigliano)
2. *The Federalist* No. 39

September 14: Discussion Group

1. Antifederalist, Woll # 7
2. *Federalist* No. 44, Woll #8
3. Bryce, "Merits of Federal System," Woll #9

How Democratic is the Constitution?

September 17: Lecture: Slavery

1. US Constitution (in Scigliano; identify passages on slavery)
2. *The Federalist* No. 54
3. Jefferson, Letter to Holmes, 1820
<http://press-pubs.uchicago.edu/founders/documents/v1ch15s66.html>

September 19: Lecture

1. *The Federalist*, Nos. 37-39
2. *The Federalist*, Nos. 47-49
2. Jefferson, Letter to Madison, 6 Sept 1789
<http://press-pubs.uchicago.edu/founders/documents/v1ch2s23.html>
3. Madison, Letter to Jefferson, 4 Feb 1790
<http://press-pubs.uchicago.edu/founders/documents/v1ch2s24.html>

September 21: Discussion Group

1. Dahl, *How Democratic is the American Constitution?*, chs. 5-8
2. Texas:
 - a. Constitutional history (section 2)
 - b. amendment (section 4.5)
 - c. attempts at revision (section 6)

Constitutional Change

September 24: Lecture*

Guest Lecture for Constitution Day

Gary Jacobsohn, University of Texas

September 26: Lecture: Do we need a bill of rights?

1. *The Federalist*, No. 84
2. Federal Farmer, No. 16
<http://press-pubs.uchicago.edu/founders/documents/v1ch14s32.html>
3. The Incorporation Debate,
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/incorp.htm>
4. *Adamson v. California* (1947)
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/adamson.html>

September 28: Discussion Group: Implied Powers

1. Thomas Jefferson, opinion on the bank,
http://press-pubs.uchicago.edu/founders/documents/a1_8_18s10.html
2. Alexander Hamilton, opinion on the bank
http://press-pubs.uchicago.edu/founders/documents/a1_8_18s11.html
3. *McCulloch vs. Maryland* (1819)
http://press-pubs.uchicago.edu/founders/documents/a1_8_18s14.html

October 1: Lecture

1. FDR, Commonwealth Club Address, 1932
<http://teachingamericanhistory.org/library/index.asp?document=447>
2. FDR, State of the Union Address (1944)
<http://teachingamericanhistory.org/library/index.asp?document=463>

October 3: Lecture

1. *Cause and Consequence*, ch. 4

October 5: Discussion Group

1. *Wickard v. Filburn* (1942), Woll #14
2. *US v. Morrison* (200), Woll #15
3. *Gonzales v. Raich* (2005), Woll #16
4. Read summary of *South Dakota v. Dole* (1984) at http://www.oyez.org/cases/1980-1989/1986/1986_86_260
5. Read summary of Affordable Care Act cases (2012) at http://www.oyez.org/cases/2010-2019/2011/2011_11_400

October 8: Lecture

1. *Cause and Consequence*, ch. 5

October 10: Lecture

1. *Plessy v. Ferguson* (1896), Woll #21
2. *Brown v. Board of Education* (1954), Woll #22
3. *Brown v. Board of Education* (1955) Woll #23

October 12: Discussion Group

1. *University of California Regents v. Bakke* (1978), Woll # 29
2. *readings to be assigned*

October 15: Lecture

October 17: **Test**

Participation, Voting and Elections

October 19: Discussion Group

1. David von Drehle. 2004. "Political Split is Pervasive." The Washington Post, April 25.
<http://www.washingtonpost.com/ac2/wp-dyn/A39044-2004Apr24?language=printer>

2. David Finkel. 2004. "For a Conservative, Life is Sweet in Sugar Land." The Washington Post, April 26.

<http://www.washingtonpost.com/ac2/wp-dyn/A41964-2004Apr25?language=printer>

3. David Finkel. 2004. "A Liberal Life in the City by the Bay." The Washington Post. April 27.

<http://www.washingtonpost.com/ac2/wp-dyn/A44724-2004Apr26?language=printer>

4. Bill Bishop. 2004. "The Schism in U.S. Politics Begins at Home." Austin-American Statesman. April 4.
<http://www.statesman.com/specialreports/content/specialreports/greatdivide/0404divide.html>

October 22: Lecture

1. Fiorina, chs. 1-5
2. *Cause and Consequence*, chs. 7-8

October 24: Lecture

2. Fiorina, chs. 6-10

October 26: Discussion Group

1. Bernard R. Berelson, et al. "Democratic Practice and Democratic Theory," Woll #37
2. V.O. Key Jr. "The Responsible Electorate," Woll #38

Presidency

October 29: Lecture

1. *The Federalist*, Nos. 68-72
2. Texas, section on executive branch,
http://texaspolitics.laits.utexas.edu/1_1_0.html

October 31: Lecture

1. *Cause and Consequence*, chs. 7-8 (review)

November 2: Discussion Group

1. *Citizens United v. Federal Court Commission* (2010), Woll #41
2. Daniel R. Ortiz, "The Democratic Paradox of Campaign Finance Reform," #42

November 5: Lecture

1. *Cause and Consequence*, ch. 11

November 7: Lecture

1. Richard Neustadt, "Presidential Power," #49

November 9: Discussion Group

1. Clinton Rossiter, "The Presidency—Focus of Leadership," Woll #48
2. *Boumediene et al v. Bush* (2008), Woll #52

Congress

November 12: Lecture

1. Edmund Burke, Speech at Bristol, 1774
<http://press-pubs.uchicago.edu/founders/documents/v1ch13s7.html>
2. Federal Farmer, No. 7
<http://press-pubs.uchicago.edu/founders/documents/v1ch13s22.html>
3. *The Federalist*, Nos. 55-58, 62-3

November 14: Lecture

1. Texas chapter on Texas legislature,
http://texaspolitics.laits.utexas.edu/2_1_0.html
2. Cause and Consequence, ch. 10

November 16: Discussion Group

1. Mayhew, *Divided We Govern*, Woll #35
2. Mayhew, *Electoral Connection*, Woll #60
3. Fenno, *Home Style*, Woll #61
4. Evan Bayh, "Why I am leaving the Senate," Woll #62

November 19: Lecture

November 21: (No Class: Thanksgiving)

November 23: (No Class: Thanksgiving)

Federal Courts

November 26: Lecture

1. *Marbury v. Madison* (1803)
http://press-pubs.uchicago.edu/founders/documents/a3_2_1s47.html
2. FDR, Fireside Chat, March 9, 1937
Listen or read at:
<http://xroads.virginia.edu/~ma02/volpe/newdeal/court.html>

November 28: Lecture

1. *Cause and Consequence*, ch. 12
2. Texas, section on judiciary and selection of judges (section 4)
http://texaspolitics.laits.utexas.edu/3_4_0.html

November 30: Discussion Group

1. Tribe and Dorf, "How not to read the Constitution," Woll #5
2. Article on originalism to be assigned

December 3: Lecture

December 5: Lecture

December 7: Discussion Group

1. *Griswold v. Connecticut* (1965), Woll #27
2. *Roe v. Wade* (1973), Woll #28

Final exam during exam week.