



THE STATE OF TEXAS:  
Government,  
Politics, and Policy

FIFTH EDITION





# THE STATE OF TEXAS: Government, Politics, and Policy

FIFTH EDITION

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## THE STATE OF TEXAS: GOVERNMENT, POLITICS, AND POLICY, FIFTH EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 LWI 26 25 24 23 22 21

ISBN 978-1-260-24303-1 (bound edition)

MHID 1-260-24303-6 (bound edition)

ISBN 978-1-260-57990-1 (loose-leaf edition)

MHID 1-260-57990-5 (loose-leaf edition)

Portfolio Manager: *Jason Seitz*

Product Development Manager: *Dawn Groundwater*

Marketing Manager: *Michael Gedatus*

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Content Licensing Specialist: *Shawntel Schmidt*

Cover Image: ©*Sean Pavone/Shutterstock*

Compositor: *Aptara®*, Inc.

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### Library of Congress Cataloging-in-Publication Data

Names: Mora, Sherri, author.

Title: The state of Texas : government, politics, and policy / Sherri Mora  
; with contributions from Donna Hooper, Patrick Moore, Veronica Reyna,  
Thomas Varacalli, Geoffrey Willbanks.

Description: Fifth edition. | New York, NY: McGraw-Hill Education, [2022] |  
Includes bibliographical references and index.

Identifiers: LCCN 2020036608 (print) | LCCN 2020036609 (ebook) | ISBN  
9781260243031 (hardcover) | ISBN 9781260579888 (ebook) | ISBN  
9781260579949 (ebook other)

Subjects: LCSH: Texas--Politics and government.

Classification: LCC JK4816 .M67 2022 (print) | LCC JK4816 (ebook) | DDC  
320.4764--dc23

LC record available at <https://lccn.loc.gov/2020036608>

LC ebook record available at <https://lccn.loc.gov/2020036609>

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a website does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

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# PREFACE

**Built for Texas Government Courses . . .**

**By Texas Government Voices . . .**

**For Texas Government Students!**



*The State of Texas: Government, Politics, and Policy, 5e*, combines concise content with effective digital tools that provide a personalized learning experience for every student. Built to align directly with state learning outcomes and core objectives, this highly readable program provides students with the content and tools to make Texas government relevant in their lives.

## Developing Foundational Knowledge and Honing Skills

With a comprehensive content program, a revision that was informed by student data, and numerous assignable activities in Connect Texas Government®, *The State of Texas* includes ample material for a full semester course on Texas government. SmartBook 2.0®, found in Connect Texas Government, is organized around the Texas Learning Outcomes and Core Objectives, providing the ability to assess directly on those outcomes.

## Better Data, Smarter Revision, Improved Results

Students study more effectively with SmartBook 2.0. SmartBook 2.0 is an adaptive reading experience designed to help students learn better, study smarter, and retain more knowledge for greater success. It helps students distinguish what they know from what they don't know and focus on concepts they are most likely to forget.

SmartBook is optimized for mobile and tablet and is accessible for students with disabilities. And as part of any government course, SmartBook focuses on the broader context for and building blocks of the political system. Specifically, the learning objectives ensure that students gain foundational knowledge while also learning to make connections for broader understanding of government institutions, events, and behavior. SmartBook personalizes learning to individual student needs, continually adapting to pinpoint knowledge gaps and focus learning on topics that need the most attention. Study time is more productive and, as a result, students are better prepared for class and coursework. For instructors, SmartBook tracks student progress and provides insights that can help guide teaching strategies.

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Using SmartBook, students helped inform the revision strategy:

- STEP 1.** Over the course of several years, data points showing concepts that caused students the most difficulty were anonymously collected from the Connect Texas Government SmartBook product.
- STEP 2.** The data from SmartBook were provided to the authors in the form of a **Heat Map**, which graphically illustrated “hot spots” in the text that impacted student learning.
- STEP 3.** The authors used the **Heat Map** data to refine the content and reinforce student comprehension in the new edition. Additional quiz questions and assignable activities were created for use in Connect Texas Government to further support student success.
- RESULT:** Because the **Heat Map** gave the authors empirically based feedback at the paragraph and even sentence level, they were able to develop the new edition using precise student data that pinpointed concepts that caused students the most difficulty.

## Writing Assignment

McGraw-Hill’s new Writing Assignment Plus tool delivers a learning experience that improves students’ written communication skills and conceptual understanding with every assignment. Assign, monitor, and provide feedback on writing more efficiently and grade assignments within McGraw-Hill Connect®. Writing Assignment Plus gives you time-saving tools with a just-in-time basic writing and originality checker. Features include:

- Grammar/writing checking with McGraw-Hill learning resources
- Originality checker with McGraw-Hill learning resources
- Writing stats
- Rubric building and scoring
- Ability to assign draft and final deadline milestones
- Tablet ready and tools for all learners

## Understanding Impact

**Understanding Impact** features help students understand why key content matters and includes critical thinking questions to help them apply what they learn. Topics include understanding the impact of Texas’s biennial legislative sessions and understanding the impact of court decisions that loosened restrictions on campaign contributions.

**Understanding Impact:** In this chapter you’ve heard arguments for and against Texas moving to annual legislative sessions. When Hurricane Harvey hit the Houston area in August 2017, the legislature was not scheduled to meet again for over a year. Additional appropriations couldn’t be made and legislative oversight was not possible. Subsequently, the state’s response was widely criticized. Do you think arguments against a shift to annual sessions hold up in the face of the human tragedy of Hurricane Harvey? Explain.

## How To

**How To** features provide students with step-by-step guidance for developing skills they need for college and for life. New topics include “How to Be Socially and Politically Responsible” and “How to Write Effectively.”

### How to



#### How to Be Politically and Socially Responsible

Democracy is about people coming together to improve society. To have a high-quality democracy, citizens must use their political power to guide the government. This includes not only voting but also participating *after* elections.

##### Step 1: Know where to find election information.

To register to vote, go to the tax assessor's website for your county. You can print and mail a registration form. Once you are registered, you do not need to register again except if you move, if your name changes, or if you complete prison time.

To find election deadlines, ballot information, voting locations, and information on early voting, go to your county clerk's website. This site also has sample ballots for specific races, absentee ballots, and special information for military personnel and voters with disabilities.

As of 2020, Texas no longer has straight-ticket voting. This means you need alternative shortcuts to help you vote. Each political party has its own website with its party platform. Check out third parties, too!

In addition, look for nonpartisan, nonideological sources of information, such as the League of Women Voters. Interest group endorsements also provide a voting shortcut. Locate web pages of interest groups with which you agree, find a local chapter, and see their recommendations.

Finally, focus on what incumbents *actually* do in office, not just what they say or promise. Look at voting

records and at any bills they proposed. The Texas Legislature Online has search options to help you do this. Also, note how or if your representatives respond to you.

##### Step 2: Fact-check information.

Know your news sources, and recognize shallow policy coverage, clickbait, and infotainment. Check out this resource: False, Misleading, Clickbait-y, and/or Satirical “News” Sources. Learn to identify political spin and fake news. Most important, diversify your news sources so you learn perspectives from across the political spectrum.

Make sure information is valid before you spread it on the Internet. Two main sites for fact-checking are Politifact.com and Snopes.com.

##### Step 3: Volunteer in the community or in politics.

Take time to discover your neighborhood's needs. Many organizations need volunteers: public schools, food banks, animal shelters, women's shelters, homeless shelters, religious organizations, and others. Start with a volunteer matching site, such as volunteermatch.org if you don't know where to begin.

Search event lists for local marches or community meetings. Take responsibility for organizing an event. Sending out event information on social media can help you find other volunteers quickly.

Finally, consider volunteering at the local party level. Contact local party organizations to find out how you can help their cause. They can also help you if you decide to run for a political office!

## Critical Thinking Activities

At the *apply*, *analyze*, and *evaluate* levels of Bloom's taxonomy, **Critical Thinking activities** in Connect Texas Government allow students to engage with the political process and learn by doing. For example, students will understand how Texas is a majority-minority state.

## Informing and Engaging Students on Texas Government . . . as It Happens

Using Connect Texas Government, students can learn the course material more deeply and study more effectively than ever before.

## Texas NewsFlash

We ensure that you have the most up-to-date content to share with your students through our NewsFlash activities, which are updated monthly. **NewsFlash** exercises tie current news stories to key Texas government concepts and learning objectives. After interacting with a contemporary news story, students are assessed on their ability to make the connection between real-life events and course content.

## Texas Podcasts

You can now create broader interest, engagement, and relevancy in their courses by leveraging political podcasts about Texas government and politics. These assignments, which will be periodically expanded, will ask students to listen to relevant podcasts, demonstrate their understanding of the basic concepts presented, and reflect the broader context of the Texas political system.

## Concept Clips

**Concept Clips** help students break down key concepts in government. Using easy-to-understand audio narration, visual cues, and colorful animations, **Concept Clips** provide a step-by-step presentation that aids in student retention. In addition to the concept-based clips, several **Skills Based Clips** equip students for work within and outside the classroom. These skills based clips include the following:

- How to Evaluate News Source
- How to Think Critically
- How to Read a Court Case
- How to Understand Charts and Graphs
- How to Interpret Political Cartoons
- How to Avoid Plagiarism

## Focus On

We retained and updated the Focus On features from the previous edition, which present students with engaging examples of how Hispanic and Latino individuals, groups, and culture play an important role in Texas political life. In addition, we expanded our diversity coverage by including a new Focus On feature that covers one of the following topics: African Americans, Asian Americans, women, LGBTQ issues, socioeconomic diversity, or generational diversity. For example, the new Focus On feature in Chapter 7 features Lupe Valdez, an openly LGBTQ politician who has served as Dallas County Sheriff.



### Focus On

#### Lupe Valdez: Dallas County Sheriff, 2005–2017

Lupe Valdez came onto the national scene when she ran as the Democratic contender for Texas governor in 2018, but she has a long history of public service before that, notably as the first Latina and one of the first openly LGBTQ county sheriffs in the state.<sup>59</sup>

The child of migrant workers, she was born in San Antonio and split her childhood between San Antonio and a farm in Michigan where her father and older siblings worked. While an undergraduate student in Kansas, she became a corrections officer. Later, she worked for the federal government in various law enforcement capacities. In addition, she went on to earn a master's degree in criminal justice and joined the Army Reserve. It was during these years that she realized her sexual orientation.<sup>60</sup>

As Valdez explained in a *Dallas Morning News* article, "Even in my dreams, I was never the princess. I was the one helping the princess. . . . When I became aware of my sexuality, the struggle was with God. I came out late because I was too busy trying to get out of where I was. I didn't want to end up in the barrio."<sup>61</sup>

Eventually, she came to terms with her sexuality as a lesbian, and she "said she realizes she was accepted by God."<sup>62</sup> Retiring from the Department of Homeland Security in 2004, she decided to run for sheriff of Dallas County. She won the primary and then the general election in a close contest.<sup>63</sup>

As sheriff, she believes "her greatest contribution was smashing intolerance in the department." She also was instrumental in improving jail conditions so that in 2010, Dallas County Jail finally passed federal inspection. During her tenure (she was reelected in 2008, 2012, and 2016), she also joined the Democratic National Committee and, at President Obama's behest, joined the fight for immigration reform.<sup>64</sup>

At the end of 2017, she retired to run for governor. Even though Greg Abbott ultimately won reelection, Valdez remains active in Democratic politics in the state.<sup>65</sup>



Lupe Valdez

Pat Benic/UPI/Alamy Stock Photo

#### Critical Thinking Questions

1. Why do you think "smashing intolerance" would be particularly important to Valdez? What types of intolerance did she likely face?
2. What else did Valdez accomplish as county sheriff?

### Emphasizing Texas Voices

The Fifth Edition is proud to include the contributions from several Texas faculty members with a wealth of experience in the Texas government classroom:

- Patrick Moore, Richland College
- Veronica Reyna, Houston Community College
- Thomas Varacalli, Texas State University
- Geoffrey Willbanks, Tyler Junior College

### Content Changes

As mentioned, we revised the Fifth Edition in response to student Heat Map data that pinpointed the topics and concepts where students struggled the most. Chapters 4, 9, 10, and 11 were updated with information about the 2020 election.

#### Chapter 1: Introduction to Texas History and Politics

- Added a new "Focus On" feature on religious diversity in Texas
- Updated research data, tables, and references
- Added a new "Understanding Impact" feature to help students think critically about the content
- Updated content concerning race, ethnicity, and trade policy

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**Chapter 2: The American Federal System and the Texas State Constitution**

- Added additional “Understanding Impact” features to help students think critically about the content
- Add new “Focus On” feature highlighting the black delegates to the convention that wrote the Constitution of 1869
- Added a section on how changes to marijuana legislation create conflicts between federal and state laws
- Included recent examples of amendments to the Texas Constitution
- Enhanced discussion of Hispanic interest groups and recent challenges to Texas immigration law
- Updated data on voter turnout in constitutional amendment elections
- Updated discussion of gubernatorial support for political reform

**Chapter 3: The Texas Legislature**

- Added new “Understanding Impact” features to help students think critically about the content
- Streamlined discussion of legislator qualifications and legislative statistics to better focus on important concepts
- Expanded coverage of redistricting ahead of the 2020 census reapportionment
- Added a “Focus On” feature about the wave of women legislators elected in 2018 with special emphasis on Texas
- Updated political coverage to account for recent elections and court decisions
- Simplified information on pay and benefits of elected officials
- Simplified the description of the process by which a bill becomes a law in Texas
- Updated research results

**Chapter 4: The Executive Department and the Office of the Governor of Texas**

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated the maps showing states with women governors and number of statewide elected officials for each state
- Added a Focus On feature about Governor Ann Richards
- Added a new table listing the appointees who donated most to Governor Abbott’s campaigns
- Updated statistics throughout
- Updated with information about the 2020 general election
- Updated with information about Governor Abbott’s role as a crisis manager during the COVID-19 pandemic

**Chapter 5: The Court System in Texas**

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated statistics on court workloads in Texas
- Revised diagram of court structure of Texas
- Added a Focus On feature about how the cost of judicial races impacts representation
- Updated the discussion of eliminating straight-ticket voting



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### **Chapter 6: The Criminal Justice System in Texas**

- Added a new “Focus On” on race and imprisonment
- Updated research data, tables, and references
- Added new “Understanding Impact” features to help students think critically about the content

### **Chapter 7: Local Governments in Texas**

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated statistics throughout
- Added mention of Julián Castro’s presidential run
- Added a Focus On feature about Lupe Valdez as an openly LGBTQ politician

### **Chapter 8: Public Opinion and the Media in Texas**

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated the discussion of Texans’ attitudes toward legalizing marijuana
- Updated statistics throughout
- Added a Focus On feature discussing generational differences in information consumption
- Added to the discussion of net neutrality
- Replaced diagram of media ownership with updated version

### **Chapter 9: Voting and Political Participation in Texas**

- Added New Focus On feature on language translation and voting rights for Asian Americans
- Added “How to be Politically and Socially Responsible” feature
- Updated voting turnout data to include the 2018 elections
- Added a new “Understanding Impact” feature to help students think critically about the content
- Updated significant county election changes for 2019
- Updated with information about the 2020 general election
- Added trust in government research to “Explaining Voter Turnout” section

### **Chapter 10: Campaigns and Elections in Texas**

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated tables to show total money donated in state campaigns during the elections of 2010 to 2018 and the top five state candidates in terms of contributions in 2018
- Updated discussion of ballot with names of 2020 presidential candidates
- Updated information on the number of signatures needed for independent candidates to appear on the Texas ballot
- Added discussion of a recent law to eliminate mobile early polling sites
- Added a Focus On feature examining how restrictions on early voting impact the working class

**Chapter 11: Political Parties in Texas**

- Added a new “Focus On” feature highlighting the power of religion in Texas politics
- Simplified coverage of the history of political parties in Texas
- Added new “Understanding Impact” features to help students think critically about the content
- Expanded coverage of Hispanic political participation in the light of Texas demographic changes
- Reduced detail on white primaries in Texas to make it more understandable
- Updated information on Texas political races
- Updated information about tensions between cultural conservative and business conservative wings of the Republican Party
- Updated information on the Tea Party and the Libertarian wing of the Republican Party
- Streamlined section on party organization to make it easier to understand
- Updated with information about the 2020 general election

**Chapter 12: Interest Groups and Lobbying in Texas**

- Added an introduction explaining the role of interest groups and how those might involve students
- Added new “Understanding Impact” features to help students think critically about the content
- Updated information about litigation by Hispanic interest groups
- Added a new “Focus On” feature about LGBTQ interest groups
- Updated map of right-to-work states and information about the status of right-to-work laws
- Revised discussion of the factors influencing the strength of interest groups
- Updated data on interest group activities and regulation
- Provided new examples of interest group activity

**Chapter 13: Public Policy in Texas**

- Added a new “Understanding Impact” feature to help students think critically about the content
- Added a “Focus On” feature about student debt and its effects on different generations
- Deleted discussion of policy liberalism indices
- Updated information on LGBTQ rights
- Updated information on border control and immigration policy by both U.S. and Texas governments
- Updated information on tuition costs at public universities in Texas and elsewhere in the United States
- Updated research results
- Added a new “How to Write Effectively” feature

## Chapter 14: Financing State Government

- Added additional “Understanding Impact” features to help students think critically about the content
- Updated statistics and research throughout
- Added a Focus On feature examining the tax contributions of Asian Americans

### Instructor Resources

The Fifth Edition includes the following instructor resources:

**Instructor’s manual.** The instructor’s manual provides a wide variety of tools and resources for presenting the course, including learning objectives and ideas for lectures and discussions.

**Test bank.** By increasing the rigor of the test bank development process, McGraw-Hill has raised the bar for student assessment. Each question has been tagged for level of difficulty, Bloom’s taxonomy, and topic coverage. Organized by chapter, the questions are designed to test factual, conceptual, and higher order thinking.

**Test Builder.** New to this edition and available within Connect, Test Builder is a cloud-based tool that enables instructors to format tests that can be printed and administered within a Learning Management System. Test Builder offers a modern, streamlined interface for easy content configuration that matches course needs, without requiring a download.

Test Builder enables instructors to:

- Access all test bank content from a particular title
- Easily pinpoint the most relevant content through robust filtering options
- Manipulate the order of questions or scramble questions and/or answers
- Pin questions to a specific location within a test
- Determine your preferred treatment of algorithmic questions
- Choose the layout and spacing
- Add instructions and configure default settings

**PowerPoint.** The PowerPoint presentations highlight the key points of the chapter and include supporting visuals. All slides are WCAG compliant.

**Remote Proctoring** New remote proctoring and browser-locking capabilities are seamlessly integrated within Connect to offer more control over the integrity of online assessments. Instructors can enable security options that restrict browser activity, monitor student behavior, and verify the identity of each student. Instant and detailed reporting gives instructors an at-a-glance view of potential concerns, thereby avoiding personal bias and supporting evidence-based claims.

## Learning Outcomes and Core Objectives

GOVT 2306 is one of the foundational component areas within the Core Curriculum identified by the Undergraduate Education Advisory Committee (UEAC) of the Texas Higher Education Coordinating Board (THECB). The UEAC has identified six core objectives, of which four—critical thinking skills, communication skills, social responsibility, and personal responsibility—must be mapped to content in GOVT 2306. Those four core objectives are mapped to specific *The State of Texas* content here and throughout each chapter.

Institutions must assess learning outcomes (provided in the *UEAC's Academic Course Guide Manual*); for example, the student's demonstrated ability to explain the origin and development of the Texas Constitution, consistent with assessment practices required by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC).

These requirements include an explanation of measures, methodology, frequency, and timeline of assessment; an explanation of targets and benchmarks of "Core Objective" attainment; evidence of attainment of the required core objectives; interpretation of assessment information; and the use of results for improving student learning. SACS principles of accreditation 3.3.1.1 requires institutions to identify expected learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of improvement based on analysis of the results.

Adopting *The State of Texas* and using the provided assessment tools makes SACS compliance easy while meeting the purpose of the Core Curriculum.

## Learning Outcomes and Core Objectives Correlation Table

CHAPTER 1	<b>Learning Outcome:</b> Explain the history, demographics, and political culture of Texas.	<b>Thinking Critically</b>	Texas has always been a state full of immigrants. How have these settlement patterns changed over time and/or how have they stayed the same? How did they change the character and culture of Texas?
	<b>Learning Outcome:</b> Explain the history, demographics, and political culture of Texas.	<b>Communicating Effectively</b>	Write a short synopsis of Texas's changing economy and its role in international trade.
	<b>Learning Outcome:</b> Explain the history, demographics, and political culture of Texas.	<b>Taking Personal Responsibility</b>	What can you do to become well informed about political issues so that you can make effective decisions at election time?
	<b>Learning Outcome:</b> Explain the history, demographics, and political culture of Texas.	<b>Being Socially Responsible</b>	Understanding the relationship between religious affiliations and politics can improve civic knowledge. How would you use this knowledge to engage effectively in your community? Think about your own religious affiliations (if any) and political beliefs and how they compare with those of your neighbors. How might knowing your neighbors' religious affiliations help you better understand their political views?
CHAPTER 2	<b>Learning Outcome:</b> Describe separation of powers and checks and balances in both theory and practice in Texas.	<b>Communicating Effectively</b>	Analyze the diagram in Figure 2.3 and the division of powers in Table 2.2 to describe the separation of powers and checks and balances in both theory and practice in Texas.
	<b>Learning Outcome:</b> Explain the origin and development of the Texas Constitution.	<b>Thinking Critically</b>	What is the impact of a constitutional convention dominated by one party? What were the consequences of the 1875 constitutional convention in the development of the Texas Constitution?
	<b>Learning Outcome:</b> Describe state and local political systems and their relationship with the federal government.	<b>Being Socially Responsible</b>	To what extent should the government "promote general welfare"? What does promoting general welfare mean to you? In developing an understanding of state and local political systems and their relationship with the federal government, who do you think should play a greater role—the states or the federal government?
	<b>Learning Outcome:</b> Describe state and local political systems and their relationship with the federal government.	<b>Taking Personal Responsibility</b>	As a resident of Texas and a citizen of the United States, identify and discuss examples that reinforce the Full Faith and Credit Clause and the Privileges and Immunities Clause of the U.S. Constitution? Which examples, in your opinion, violate these principles?
CHAPTER 3	<b>Learning Outcome:</b> Describe the legislative branch of Texas government.	<b>Communicating Effectively</b>	Some people contend that smaller constituencies might allow a wider array of people to participate in state politics, rather than just the "rich" or "well born." How would you argue in favor of or against this statement?
	<b>Learning Outcome:</b> Describe the legislative branch of Texas government.	<b>Being Socially Responsible</b>	Each Texas citizen has one Texas state house member and one Texas state senate member to represent him or her. Use this website to find your representatives: <a href="https://capitol.texas.gov/">https://capitol.texas.gov/</a> . The "Who Represents Me" section allows you to put in your address and locate your state house and senate members.
	<b>Learning Outcome:</b> Describe the legislative branch of Texas government.	<b>Thinking Critically</b>	Both demographics and voting patterns have changed in Texas, and some districts have become more competitive. Discuss what these shifts mean for future elections and the composition of the Texas House and Senate. Reference Table 3.4 in your answer.
	<b>Learning Outcome:</b> Describe the legislative branch of Texas government.	<b>Taking Personal Responsibility</b>	Many people believe that the success of legislation depends largely on a relative few individuals who make up the leadership in the Texas House and Senate. Do you think the Speaker of the House and the lieutenant governor have too much control over the passage of bills? How can you influence legislation? What can individuals do to affect legislation?

CHAPTER 4	<b>Learning Outcome:</b> Explain the structure and function of the executive branch of Texas government.	<b>Communicating Effectively</b>	Analyze Map 4.1. What inferences can you draw from the data? Think about how the data relate to Texas, its neighbors, and other regions of the country.
	<b>Learning Outcome:</b> Explain the structure and function of the executive branch of Texas government.	<b>Being Socially Responsible</b>	How does the comptroller promote effective involvement in regional, national, and global communities?
	<b>Learning Outcome:</b> Explain the structure and function of the executive branch of Texas government.	<b>Taking Personal Responsibility</b>	What can you do to become more actively engaged in the civic discourse about the role of the State Board of Education?
	<b>Learning Outcome:</b> Explain the structure and function of the executive branch of Texas government.	<b>Thinking Critically</b>	The six factors that influence the strength of the power of the governor are the number of elected statewide executives, tenure of office, the governor's appointive powers, the governor's budgetary powers, the governor's veto powers, and the extent to which the governor controls his or her political party. Based on these six factors, what can you conclude about the powers of the governor of Texas?
CHAPTER 5	<b>Learning Outcome:</b> Describe the structure and function of the judicial branch of Texas government.	<b>Communicating Effectively</b>	Analyze Figure 5.4. Describe the appeals process for a civil case filed in county court.
	<b>Learning Outcome:</b> Describe the structure and function of the judicial branch of Texas government.	<b>Being Socially Responsible</b>	What impact, if any, do you think partisan election of judges has on judicial outcomes?
	<b>Learning Outcome:</b> Describe the structure and function of the judicial branch of Texas government.	<b>Thinking Critically</b>	Reflecting on the discussion about representation of minorities and women in the Texas judicial system, do you think it is important to have a judiciary that is representative of the general population? Why or why not?
	<b>Learning Outcome:</b> Describe the structure and function of the judicial branch of Texas government.	<b>Taking Personal Responsibility</b>	Given what you read in this section, it would seem that citizens have little impact in disciplining and/or removing judges. What do you think is a citizen's responsibility in this matter? How can individuals take greater personal responsibility to ensure that judges perform properly?
CHAPTER 6	<b>Learning Outcome:</b> Analyze issues and policies in Texas.	<b>Communicating Effectively</b>	Explain the difference between criminal and civil law, including how the standard of proof differs for each. Provide an example of each type of case.
	<b>Learning Outcome:</b> Analyze issues and policies in Texas.	<b>Taking Personal Responsibility</b>	Currently, at what age does the state of Texas consider a person an adult in criminal and civil proceedings? At what age do you think the state should require individuals to take personal responsibility? Why?
	<b>Learning Outcome:</b> Analyze issues and policies in Texas.	<b>Being Socially Responsible</b>	Why might the use of special courts to punish crimes like prostitution provide a cost savings for the criminal justice system?
	<b>Learning Outcome:</b> Analyze issues and policies in Texas.	<b>Thinking Critically</b>	Given the current challenges faced by the criminal justice system, what types of reforms would you recommend? What might be some of the negative or unintended consequences of your recommendations?



CHAPTER 7	<b>Learning Outcome:</b> Describe local political systems in Texas.	<b>Communicating Effectively</b>	Compare Figures 7.1, 7.3, and 7.4 with Table 7.2. Discuss the fundamental differences between weak mayor, strong mayor, and council-manager forms of government. Which do you prefer and why?
	<b>Learning Outcome:</b> Describe local political systems in Texas.	<b>Being Socially Responsible</b>	Compare at-large election systems and single-member district systems. An argument in favor of single-member district systems is that they increase minority representation in local government. In your opinion, does increased minority representation increase intercultural competency? Why?
	<b>Learning Outcome:</b> Describe local political systems in Texas.	<b>Taking Personal Responsibility</b>	Local government directly impacts people in their daily lives. What can you do to improve local governance?
	<b>Learning Outcome:</b> Describe local political systems in Texas.	<b>Thinking Critically</b>	Identify some of the problems facing county governments. What solutions would you propose?
CHAPTER 8	<b>Learning Outcome:</b> Evaluate public opinion and the role of the media in Texas politics.	<b>Thinking Critically</b>	Review Figure 8.3. Note that Donald Trump (Republican) was the U.S. president at the time of polling. Why might Texas Democrats and Republicans display different levels of trust in the U.S. Supreme Court as compared to other branches of government?
	<b>Learning Outcome:</b> Evaluate public opinion and the role of the media in Texas politics.	<b>Taking Personal Responsibility</b>	What media sources do you consume? Print? Television? Social media? Which do you access most and least often? How might social media influence you differently than television?
	<b>Learning Outcome:</b> Evaluate public opinion and the role of the media in Texas politics.	<b>Being Socially Responsible</b>	What responsibility do citizens have as social media participants within the context of political campaigns?
	<b>Learning Outcome:</b> Evaluate public opinion and the role of the media in Texas politics.	<b>Communicating Effectively</b>	Explain how the federal government regulates print and electronic media.
CHAPTER 9	<b>Learning Outcome:</b> Identify the rights and responsibilities of citizens.	<b>Taking Personal Responsibility</b>	What activities do you engage in that are related to governance? Which forms of political participation do you think are the most effective?
	<b>Learning Outcome:</b> Identify the rights and responsibilities of citizens.	<b>Thinking Critically</b>	How do you think the Texas voter ID law and recent attempts of purging voter rolls affect voter turnout in Texas? Where do you stand on these issues? Explain why you favor or oppose voter ID laws or challenging the status of voters on voter rolls.
	<b>Learning Outcome:</b> Identify the rights and responsibilities of citizens.	<b>Being Socially Responsible</b>	Considering the discussion of political power and the socioeconomic factors that could affect voter turnout, identify effective ways to increase civic knowledge in culturally diverse communities.
	<b>Learning Outcome:</b> Identify the rights and responsibilities of citizens.	<b>Communicating Effectively</b>	Write a one-page summary of the rationalist explanations for low voter turnout.
CHAPTER 10	<b>Learning Outcome:</b> Analyze the state and local election process in Texas.	<b>Thinking Critically</b>	Explain the challenges that hinder minor party candidates from succeeding in statewide elections.
	<b>Learning Outcome:</b> Analyze the state and local election process in Texas.	<b>Communicating Effectively</b>	Do you think the Voting Rights Act requirement that Texas provide a bilingual ballot increases voter turnout? Construct an argument in favor of or against this provision of the Voting Rights Act.
	<b>Learning Outcome:</b> Analyze the state and local election process in Texas.	<b>Being Socially Responsible</b>	What responsibility do you think the media have in covering campaigns and elections? Are the media living up to your expectations?
	<b>Learning Outcome:</b> Analyze the state and local election process in Texas.	<b>Taking Personal Responsibility</b>	If you choose to contribute to a candidate's campaign, to what extent is the candidate obligated to you as a contributor? Should your contribution influence public policy? What about corporate contributions?

CHAPTER 11	<b>Learning Outcome:</b> Evaluate the role of political parties in Texas.	<b>Communicating Effectively</b>	Explain how political reforms have weakened political parties.
	<b>Learning Outcome:</b> Evaluate the role of political parties in Texas.	<b>Taking Personal Responsibility</b>	Examine your political values and compare them to the expressed values of both parties. Do your ideas about the role of government, politics, and policy align with one particular party? If so, which one?
	<b>Learning Outcome:</b> Evaluate the role of political parties in Texas.	<b>Being Socially Responsible</b>	What effect, if any, do factions have on enhancing or diminishing civic engagement? In your opinion, do factions promote acceptance of diverse opinions?
	<b>Learning Outcome:</b> Evaluate the role of political parties in Texas.	<b>Thinking Critically</b>	For a variety of reasons, third parties do not currently have much effect on Texas politics. What measures might be taken to level the playing field for third parties and improve their competitiveness in elections?
CHAPTER 12	<b>Learning Outcome:</b> Evaluate the role of interest groups in Texas.	<b>Thinking Critically</b>	Review Table 12.1. Are you a participant in a membership organization? If so, how does the organization represent your interests? If not, how are your interests represented at the state and federal levels of government?
	<b>Learning Outcome:</b> Evaluate the role of interest groups in Texas.	<b>Taking Personal Responsibility</b>	Socrates suggested “know thyself,” and Shakespeare’s Hamlet admonished “to thine own self be true.” It is important to know what your interests are and how they are represented in government. Consider what you have read in this chapter and determine how interest group efforts align with your personal interests. If they do not, what can you do to ensure that government addresses your interests or the interests of those who share similar values?
	<b>Learning Outcome:</b> Evaluate the role of interest groups in Texas.	<b>Communicating Effectively</b>	Review the information about Julian Castro’s presidential bid. Identify the reasons that you believe he might have appealed to individual donors and at least one possible reason his candidacy did not take off. Share your ideas with another student.
	<b>Learning Outcome:</b> Evaluate the role of interest groups in Texas.	<b>Being Socially Responsible</b>	How can geographic distribution of interest groups improve political awareness between culturally diverse populations?
CHAPTER 13	<b>Learning Outcome:</b> Analyze important public policy issues in Texas.	<b>Taking Personal Responsibility</b>	How can you affect public policy decisions? At what point in the policy cycle could you voice your preferences? Use Figure 13.1, the policy-cycle graphic, to help you answer these questions.
	<b>Learning Outcome:</b> Analyze important public policy issues in Texas.	<b>Being Socially Responsible</b>	To what extent should the government of Texas be responsible for ensuring equal funding for wealthy school districts and poor school districts?
	<b>Learning Outcome:</b> Analyze important public policy issues in Texas.	<b>Communicating Effectively</b>	Summarize the legislation that Texas has passed on abortion. Discuss the advantages and disadvantages of state involvement in this policy issue.
	<b>Learning Outcome:</b> Analyze important public policy issues in Texas.	<b>Thinking Critically</b>	Given the water-related challenges facing Texas, what measures would you recommend to ensure all Texans have access to water? What might be some negative or unintended consequences of your recommendations?
CHAPTER 14	<b>Learning Outcome:</b> Analyze state financing issues and policies in Texas.	<b>Thinking Critically</b>	What goods and services do you think state government should provide? Consider the consequences of your answer. What would the possible impact to society be, given your position? Who would benefit, and who would lose out?
	<b>Learning Outcome:</b> Analyze state financing issues and policies in Texas.	<b>Being Socially Responsible</b>	Texas taxes prepared food items, but does not tax unprepared food items (such as raw meats and fresh produce). Earlier in this chapter, you learned that individuals can be excluded from receiving services such as electricity if they cannot pay. Keeping this in mind, how does taxing prepared food affect our state’s poorest citizens?
	<b>Learning Outcome:</b> Analyze state financing issues and policies in Texas.	<b>Communicating Effectively</b>	Consider Table 14.8, which illustrates how specific appropriations are restricted. What percentage of funds is not restricted? How does restricting funds affect budget flexibility?
	<b>Learning Outcome:</b> Analyze state financing issues and policies in Texas.	<b>Taking Personal Responsibility</b>	Although few individuals would express a preference for higher taxes, given the information in this chapter about the goods and services the state provides and the revenue data presented in Figure 14.8 and Table 14.9, should Texans advocate for a personal income tax? Why or why not?



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