THE PRESIDENCY

TOPIC OF THE COURSE
This course will introduce students to the organization and powers of the American presidency.

LEARNING GOALS
Although the topic of the course is the presidency, the primary goals of the class are to help students refine their ability to communicate orally and in writing, develop their qualitative research skills, and enhance their ability to read and analyze sophisticated literature on politics and public policy. Students will also practice group work and collaborative writing.

REQUIRED TEXTBOOKS
Understanding the Presidency edited by Pfiffner and Davidson, Seventh edition.

ADDITIONAL READING
Additional required online readings will available through Desire2Learn
Each student will be also be required to read one of the following biographies:
- Team of Rivals: The Political Genius of Abraham Lincoln, Doris Kearns Goodwin
- Theodore Rex, Edmund Morris
- Eisenhower: The White House Year, Jim Newton
- President Reagan: The Role of a Lifetime, Lou Cannon

GRADING
Grades are based on two exams, two “limo memos,” and a research project. In addition, students will be evaluated on participation in a White House simulation and class discussion.
Details of each assignment are available online through Desire2Learn.

Final Project.............................................30%
Limo Memos............................................20%
Exams ....................................................35%
Simulation and Class Participation ............15%

FINAL PROJECT
Each student will do a research and analysis on a specific topic related to the president covered by the biography chosen from the list above. A detailed assignment sheet is available on D2L. Student will be required to submit draft portions of the assignment to document their progress and receive feedback. The project must be submitted through Desire2Learn on April 22 by the beginning of class. Projects will be evaluated for plagiarism using Turnitin.com.

EXAMS
There will be two exams. The final exam is scheduled for May 9 (Monday) at 10:30 AM. These exams may be supplemented by quizzes at the discretion of the instructor.

LIMO MEMOS
Students are required to complete two short (500-800 words) analytical memos submitted through D2L.

SIMULATION
Students are required to participate in a group simulation of presidential advising. Grades will be assigned based on individuals’ contribution to the group and the quality of the work produced by the group.

ATTENDANCE POLICY
Due to the nature of the class and the demands of the simulation, students must attend class. All unexcused absence will lower your class average. In order to conduct the simulation students will need to be available for occasional group meetings outside of class hours.
PARTICIPATION
Students are expected to participate in class discussion. This will require that you complete reading assignments before class meetings. We may have short quizzes at the discretion of the instructor.

OFFICE HOURS
Students may stop by my office anytime. However, I am most likely to be in my office during the assigned office hours:

- Mondays & Wednesdays: 9:30 – 10:00 & 11-12
- Tuesdays and Thursdays: 8:30 – 9:30 AM
- Monday-Wednesdays: 2:00 – 3:00 PM

ACADEMIC INTEGRITY (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

WITHHELD GRADES SEMESTER GRADES POLICY (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

STUDENTS WITH DISABILITIES
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

PROGRAM LEARNING OUTCOMES
In any given semester, one or more of the following program learning outcomes for the political science major may be addressed in this course.
1. The student will clearly articulate hypotheses.
2. The student will critically analyze and critique political institutions and/or complex contemporary political issues.
3. The student will demonstrate effective oral communication skills.
4. The student will develop a coherent research design.
5. The student will execute a well-developed research paper.

“One of the greatest myths about the White House is that it’s any different from any office anywhere. There are the obvious differences, but when it comes down to the day’s work of typing and writing and talking and having meetings, man is man.”1

1Charles M. Maguire, Oral History, July 8, 1969, General Services Administration, National Archives and Records Services, LBJ Presidential Library, page xiv.42.
Course Reading

Additional readings will be assigned during the semester

I. Introduction

II. The Creation of the Presidency
- Letter, James Madison to Thomas Jefferson (P&D Reading #1)
- Federalist No. 69, Alexander Hamilton (P&D Reading #2)
- Federalist No. 70, Alexander Hamilton (P&D Reading #3)
- To the Citizens of the state of New York, George Clinton (P&D Reading #4)

III. Historical Perspectives on presidential power
- The Strict Constructionist Presidency, William Howard Taft (P&D Reading #6)
- The Stewardship Presidency, Theodore Roosevelt (P&D Reading #7)
- The Public Presidency, Woodrow Wilson (P&D Reading #8)
- The Prerogative Presidency, Abraham Lincoln (P&D Reading #9)

IV. Selecting the President
- Reevaluating the Electoral College, James Pfiffner (P&D Reading #5)
- Nomination Politics, Party, Unity, and Presidential Election, James E. Campbell (P&D Reading #11)
- The Myth of Presidential Mandate, Robert A. Dahl (P&D Reading #15)
- RNC tightens 2016 primary calendar, rules, Cameron Joseph (online)

V. The White House Office
- The White House Staff, The President’s Committee on Administrative Management (P&D Reading #21)
- The Changing Presidential Office, Hugh Heclo (P&D Reading #22)
- Presidential Appointments and the Office of Presidential Personnel, Patterson and Pfiffner (P&D Reading #23)
- It’s not too early to get ready for the White House, Max Stier (online)

VI. The President and the Public
- The “Permanent Campaign,” Hugh Heclo (P&D Reading #17)
- The Presidency and Image Management, Jeremy Mayer (P&D Reading #19)
- The Presidential Pulpit, George C. Edwards III (P&D Reading #20)
- In President Obama’s White House, some traditions give way to modern technology, Juliet Eilperin (online)

VII. Presidential character
- Presidential Character, James David Barber

VIII. Presidential Power Today
- A New Imperial Presidency? Andrew Rudalevige (P&D Reading #42)
- Presidential Power and Congressional Cover, Andrew Rudalevige
- The Do-It-Yourself Presidency, National Journal Staff
- Constraining Executive Power: George W. Bush and the Constitution, James Pfiffner, (P&D #36)
- The Administrative Presidency, Unilateral Power, and the Unitary Executive Theory, Richard Waterman (P&D #24)

A. Domestic Power
- The Hundred Days, Arthur M. Schlesinger, Jr. (P&D Reading #29)
- Presidential Relations with Congress, Roger H. Davidson (P&D Reading #25)
- Presidents and the Judicial Appointment Process, John Anthony Maltese (P&D Reading #27)
- Unilateral Powers: A Brief Overview, William G. Howell (P&D Reading #31)

B. Foreign Policy
- Prerogative Power and the War on Terrorism, Richard Pious (P&D Reading #32)
- Presidential Power and National Security, Louis Fisher (P&D Reading #34)
- The Commander in Chief and the Courts, Jules Lobel (P&D Reading #37)

IX. Presidential Greatness
- Three Crises of Character in the Modern Presidency, James P. Pfiffner (P&D Reading #39)
- Will George W. Bush Ever Get Historians on his Side? Jill Lawrence
- “If Men Were Angels...”: Presidential Leadership and Accountability, Thomas Cronin and Michael Genovese (P&D Reading #40)
- New ranking of U.S. presidents puts Lincoln at No. 1, Obama at 18; Kennedy judged most overrated, Brandon Rottinghaus and Justin Vaughn (online)
- Will George W. Bush Ever Get Historians on his Side? Jill Lawrence (online)