

The American Presidency

Fall 2016

Tues/Thurs

12:00pm – 1:20pm

220 Stubbs

COURSE NUMBER:	POLI 4036-1	INSTRUCTOR:	Dr. Josh Bowman
CREDIT HOURS:	3	CONTACT INFO:	Stubbs 217
PREREQUISITE:	POLI 2051 or equivalent		[PHONE]
			[EMAIL]
OFFICE HOURS:	Tues, Wed 8a-10a	and by appointment	

COURSE DESCRIPTION

This course is an advanced examination of the American presidency as it has developed since the American Founding. We begin by exploring the origins and establishment of the presidency, and how the Framers thought about executive power. Our study will emphasize the organization of the presidency, presidential strategy, power and selection, the relationship of the executive with other branches and aspects of politics and policy, as well as the significant influence which historical circumstances and individuals have had on the nature of the office. Throughout the course, we will consider the impact the presidency has on our everyday lives and how the executive branch fits within American politics.

REQUIRED TEXTS

The American Presidency: Origins and Development, 1776–2014. 7th Ed. by Sidney M. Milkis and Michael Nelson (CQ Press, 2016)

The Presidency and the Political System. 10th Ed. Edited by Michael Nelson (CQ Press, 2014)

*All readings listed as “Handouts” are distributed by email in PDF format and/or offered in class.

COURSE REQUIREMENTS

Exams (150 points each)

Two “half take-home” (open-book & open-note) exams will be given in this course. Exams will consist of three parts. Part I will be a combination of multiple choice and true-false questions based primarily on the readings. This closed-book section will be completed in the final 20 minutes of the class on the day the rest of the exam is handed out.

Part II will require that you briefly define key terms (concepts, individuals, institutions, documents) and establish their significance for the study of the Presidency. Part III will be short answer questions. Further information will be given in class.

Take-Home Exams are to be the work of individual students only. You may not work on exams with one another, but you are encouraged to prepare for them with one another. Violation of this policy will cost each student involved, 150 points.

No late exams will be accepted. You may request that a copy of the exam be e-mailed to you, and you will receive it the same afternoon in which the rest of the class receives it.

Reading Quizzes (50 points each)

The Milkis and Nelson textbook examines the development of the presidency from its conception through to the beginning of Barack Obama's second term. Their work provides a critical historical foundation for everything we study this semester, but much of the material they offer will not be addressed directly in class. This does not mean that it is not important. We simply do not have the course time to take all their insights into consideration. In order to hold you accountable to reading this text and other assigned readings, 7 brief quizzes will be administered to gauge students' commitment to, and comprehension of, the readings. Quizzes may contain multiple-choice, true/false questions and up to 2 short answer questions.

Short Essay Assignments (125 points each)

This course will have a total of two essay writing assignments based on questions or topics provided by the instructor. These papers must be three to five pages in length, double spaced, have 1" margins all around, use black, Times New Roman 12-pt font, and must use appropriate methods of citation (preferably Turabian/Chicago) when quoting from sources. Grammar and writing style will be incorporated into the grading. Tips and guidelines for writing in this class will be provided separately.

All papers are due at the *beginning* of class. (See Late Work Policy on next page)

Attendance and Participation (100 points total)

Substantive class participation, expressing both familiarity with and contemplation of course readings and topics, will be considered in the evaluation of final grades.

Attendance of all classes is mandatory and will be taken at the *beginning* of each class. **If you are late to class, it is your responsibility to inform the instructor at the end of class.** Each absence after the 3rd will incur a 50-point deduction from the final grade. For example, a student earns an 850 (B) based on course assignments, but was absent a total of 6 times. 150 points would then be deducted from this grade, and the student would end up receiving a 700 (C-) for the course. A student who misses more than 7 classes in the semester will automatically fail the course. With this in mind, please reserve your quantity of permitted absences for true emergencies.

CELL PHONE/TECH QUIZES: No cell phones or other electronic devices not used for note-taking or reading are allowed to be seen or heard during the class period. If your cell phone or device rings, dings, vibrates, beeps, or leaves your pocket or bag, you forfeit your attendance grade for the day and the entire class will be given an impromptu quiz. The same policy holds if those taking notes or reading the assigned texts on laptops or tablets are found to be doing something other than note-taking or reading.

IF YOU ARE AN HONORS, LAW OR GRADUATE STUDENT, PLEASE SET UP A MEETING WITH ME AS SOON AS POSSIBLE

GRADING

THERE WILL BE A TOTAL OF 1000 POINTS AVAILABLE IN THIS COURSE.

Points Allocated as Follows:

2 EXAMS	150 POINTS EACH	300 TOTAL
7 READING EXAMS	50 POINTS EACH	350 TOTAL
ATTENDENCE	-	100 TOTAL
2 SHORT ESSAYS	125 POINTS EACH	250 TOTAL

A	940 - 1000 POINTS	C+	780 – 799 POINTS
A-	900 - 939 POINTS	C	730 – 779 POINTS
B+	880 – 899 POINTS	C-	700 – 729 POINTS
B	830 – 879 POINTS	D	600 – 699 POINTS
B-	800 – 829 POINTS	F	Below 600 POINTS

**Though opportunities for extra credit may arise, it is unlikely*

LATE WORK POLICY

No Late Exams will be accepted

Short essays will be deducted 10 points for every day they are turned in late. Work due at the beginning of class that is turned in during or after the end of class is considered one day late. **Any work more than 8 calendar days late will not be accepted.**

Late work may be turned in by e-mail, but I prefer a hard copy when possible. Assignments turned in to my campus mailbox must be “time-stamped” and signed by the secretary.

OFFICE HOURS AND ASSISTANCE

I am committed to helping you navigate the requirements and material of this course to the best of my ability. In addition to my scheduled office hours, I welcome your questions by e-mail and am happy to meet you during office hours by appointment any time I am available to do so. Please e-mail me with a time that works for you. In general, I will always be available for my office hours. However, if you can give me a heads up that you plan to stop by, I would greatly appreciate it!

Center for Academic Success (CAS) offers valuable tools and strategies, both online and in person, to help you achieve your academic goals. Services include private consultations, workshops, tutoring, and peer-led study sessions to help maximize your learning potential. CAS provides strategies for time management, test preparation, test anxiety, note-taking, as well as concept-mapping and college-level reading strategies.

|B-31 Coates |225-578-2872 | cas@lsu.edu | www.lsu.edu/cas

SYLLABUS CHANGES

Due to a variety of circumstances the class agenda/schedule may deviate from the schedule made available the first week of the semester in the syllabus. As a result, short-essay assignment due dates and reading schedules may vary. I will make every attempt to keep you aware of any needed changes and accommodate situations where alterations in the schedule create an inconvenience. **EXAM DATES WILL NOT CHANGE**

CONTENT DISCLAIMER

Any course on politics, and especially one concerning the presidency during a major (and quite controversial) election, inevitably deals with *real life* behaviors, situations and human circumstances. As a consequence some material covered over the course of the semester will be potentially more *provocative* than others. Confronting divisive topics and issues which we feel very passionate about is a necessary effect of this course. The intention is never to offend but to inform. As your professor, I am committed to approaching these topics as sensitively as possible and I expect students to do the same.

CHEATING AND PLAGIARISM

Cheating and/or plagiarism (the use of other's work without giving credit or attempting to pass it off as your own) will not be tolerated and will be prosecuted to the fullest extent that college rules allow. You are here to learn, develop new skills and to think in new ways. Taking the easy way out does not serve you or your future.

It is not a good enough excuse to say, "I didn't know how to cite this!" Any time you quote or reference a source, proper citation is required. If you do not know how to cite something properly, I am more than happy to help you, as are the folks in the Center for Academic Success at Coates Hall B-31

You should also familiarize yourself with LSU's Code of Student Conduct, which can be found online, as it pertains to academic dishonesty. Students who are suspected of plagiarism or cheating will be referred to the Office of Student Advocacy and Accountability for an investigation and possible penalty. This investigation could result in a zero for the assignment in question or a failing grade for the course. A second violation (for your full LSU career, not only in this course) could result in a suspension or expulsion from the university. If you plagiarize or cheat on an assignment I am required to report the matter. The process is out of my jurisdiction after that. Please keep this in mind and realize that it does not matter *why* you cheat or plagiarize, doing so for any reason and under any conditions will trigger the university's investigative and disciplinary process for academic dishonesty.

For more on LSU's definition of plagiarism, visit <http://students.lsu.edu/saa/students/plagiarism>

SCHEDULE OF CLASSES

Updated 8/7/2016

PART I – ORIGINS OF THE PRESIDENCY

WEEK 1: Introduction

Tuesday (8/23) Syllabus, Orientation, Introductions

Readings: Syllabus

Thursday (8/25) Origins of the Presidency

Readings: Milkis & Nelson Chs. 1-2

WEEK 2: The Constitution and the Presidency

Tuesday (8/30) Creation of the Presidency

Readings: *Federalist* 69, 70
James Madison's Letter to Thomas Jefferson, Oct. 24th, 1787 "Handout"

READING EXAM: Milkis & Nelson 1-2, *Federalist* 69, 70

Thursday (9/1) - **No Class (APSA Meeting in Philly)**

WEEK 3: The Constitution and the Presidency

Tuesday (9/6) **No Class (APSA Meeting in Philly, Lecture in West Pennsylvania)**

Thursday (9/8) Precedent, Presidents and George Washington

Readings: Milkis & Nelson Ch. 3 / PPS Ch. 1

WEEK 4: Challenges and Contexts of the Constitutional Presidency

Tuesday (9/13) Unanswered Questions and New Challenges

Readings: Milkis & Nelson Ch. 4

Thursday (9/15) Theories of Presidential Change

SHORT ESSAY #1 DUE AT BEGINNING OF CLASS

Readings: PPS Ch. 4
READING EXAM: Milkis & Nelson 3-4, PPS. Chs 1, 4

PART II – BECOMING THE PRESIDENT

WEEK 5: Presidential Nomination and Selection

Tuesday (9/20) Nominating a Presidential Candidate

Readings: Milkis & Nelson Ch. 5-6
PPS Ch. 7

Thursday (9/22) The Presidential Campaign

Readings: PPS Ch. 8

WEEK 6: The Electoral College and the Rhetorical Presidency

Tuesday (9/27) The General Election and the Electoral College

Readings: Milkis & Nelson Ch. 7-8

READING EXAM: Milkis & Nelson 5-6, PPS Chs. 7-8

Thursday (9/29) The Presidency and Political Parties

Readings: PPS Ch. 12

WEEK 7: Conclusion to Part I and II

Tuesday (10/4) Catch-Up and Review

MIDTERM EXAM PART I AT END OF CLASS
MID TERM TAKE-HOME PART II, III HANDED OUT AT END OF CLASS

Thursday, (10/6) **No Class – Fall Break**

PART III – BEING THE PRESIDENT

WEEK 8: Presidents and Personnel

Tuesday (10/11) The Presidency in a Separated System

EXAM DUE AT BEGINNING OF CLASS

Readings: Milkis & Nelson Ch. 9

Thursday (10/13) Organizing the Presidency

Readings: PPS. Ch. 13

READING EXAM: Milkis & Nelson 7-9, PPS. Ch. 13

WEEK 9: Organization of the Presidency

Tuesday (10/18) The Executive Office of the President and the Cabinet

Readings: Milkis & Nelson Ch. 10

Thursday (10/20) The President and the Bureaucracy

Readings: PPS. Ch. 14

WEEK 10: President and Other Branches of Government

Tuesday (10/25) The President and the Judiciary

Readings: PPS Ch. 16

Thursday (10/27) The President and Congress

Readings: PPS. Ch. 15
Milkis & Nelson Ch. 11

READING EXAM: Milkis & Nelson 10-11, PPS 14-16

WEEK 11:

Tuesday (11/1) Presidency and Congress (Continued)

Readings: Milkis & Nelson Ch. 12

Thursday (11/3) The President and Interest Groups

Readings: PPS. Ch. 11

WEEK 12: 2016 Presidential Election

Tuesday (11/8 – Election Day) The President and the Media

Readings: PPS. Ch. 10

Thursday (11/10) – Post-Election Reflection: Now What?

Readings: *Familiarize yourself with some of the major headlines following the Presidential election, and be prepared to contribute to the discussion

SHORT ESSAY #2 DUE AT BEGINNING OF CLASS

WEEK 13: Power and the Presidency

Tuesday (11/15) What is Power?

Readings: Neustadt Reading “Handout”
Milkis & Nelson Ch. 13

Thursday (11/17) Character and Competence

Readings: PPS Ch. 5

READING EXAM: Milkis & Nelson 12-13, PPS Chs. 5, 10, 11

WEEK 14:

Tuesday (11/22) Evaluating the Presidency

Readings: Milkis & Nelson Ch. 14

Thursday (11/24) – **No Class. Thanksgiving Break**

WEEK 15:

Tuesday (11/29) The Vice Presidency

Readings: Milkis & Nelson Ch. 15-16

READING EXAM: Milkis & Nelson 14-16

Thursday (12/1) Conclusion, Review and Catch-Up

Parts II, III of Final Exam Handed Out at End of Class

FINAL EXAM: Wednesday, 12/7, 3-5:00pm

Part II, III Due at beginning
Part I administered during Final Exam period

Writing Guidelines

As such, you will be held accountable for proper grammar, spelling, syntax, organization, punctuation, and clarity in your writing. I am aware that you all come to this class, however, with different levels of skill and experience with writing. Instead of lowering expectations and standards and thereby setting you up for failure, I am committed to helping you improve your writing by maintaining reasonable standards and then helping you achieve them.

The following are some basic guidelines, resources, insights, tips, etc. for writing effectively in this class and beyond

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1. What's the best thing you can do to improve your writing? Read! You can't write well unless you've seen something that is well-written.
2. Review the basics until they become second-nature.

For example, with punctuation, you should review basic knowledge of where to place periods, question marks, commas, etc. In general, avoid using semi-colons, colons, exclamation points, dashes, and ellipses (...) unless you're positive you know you're using them correctly.

I HIGHLY recommend this short, old book that people have used for decades:

William Strunk Jr. *The Elements of Style*. any edition. Revised by E.B. White. (New York: Longman, 1959 or later). ISBN 0205313426

Chapters I and II – you should be familiar with all these principles of usage and composition

3. Don't trust spell check. It will deceive you. Run it once, but carefully look through every correction it recommends. It's not always right, or not what you meant to say.
4. Vary the length and structure of your sentences
5. Do more with less
6. Make sure all your nouns, verbs, adjectives, and adverbs agree with each other in terms of number (singular and plural)
7. Avoid first (I, we) and second (you, you all) unless the essay prompt asks you to do so.
8. Do not write the way you write in a text message
9. Avoid cliché phrases like, "In today's society..."
10. Typically, avoid saying "I believe" "I think" and "I feel," just *say* what you believe, think, and feel.
 - a. Bad Example: "I think the electoral college is undemocratic because..."
 - b. Good Example: "The electoral college is undemocratic because..."

11. Strive to use “active” voice over “passive” voice as often as possible. This means using fewer verbs that are variations on “to be.” So avoid using is, are, was, were, be.

Here is an example:

a. PASSIVE: The Framers were struggling to identify effective compromises

Congress is guilty of forfeiting its authority

The electoral college is undemocratic because...

b. ACTIVE: The Framers struggled to identify effective compromises

Congress forfeits its authority

The electoral college deviates from democracy because...

12. Read your paper out loud! If it *sounds* awkward...it probably is

13. ASK FOR HELP

14. ASK FOR HELP

15. ASK FOR HELP

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Here are some other helpful resources:

- Lisa Baglione. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*, 2nd Ed (Washington, DC: CQ Press, 2011)
- Joseph M. Williams and Gregory G. Colomb. *Style: Lessons in Clarity and Grace*. 10th Ed. (New York: Longman, 2010) ISBN: 9780205747467
- Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Edition or later. (Chicago, University of Chicago) ISBN: 9780226823379
- Claire K. Cook. *Line by Line: How to Improve Your Own Writing*. (Boston: Houghton Mifflin, 1985)

Grading Criteria for Written Work

A: **Content:** The reader is captivated by the ideas, perspective, etc. Work shows insight, evidence of reflection. Reader can “think along” with the writer. Reader learns something. Arguments are cogent, complete, and thought through to implications.

Structure: Crystallizing title. Enticing beginning, good development of ideas through midsection, including sufficient context, background history—research where it’s called for; good flow from sentence to sentence and paragraph to paragraph, and a conclusion that does more than simply repeat—adds a twist, asks a new question, or somehow gives a sense of completed statement. Pleasant to read.

Style: Some flair or grace in the writing. No significant or distracting grammatical or mechanical errors or lack of clarity.

B: **Content:** Still strong ideas, holds reader’s interest, but *some* evidence of not thinking the issue all the way through, or not anticipating objections, minor faulty reasoning, etc. Facts substantiated and all relevant context supplied.

Structure: Again, a good sense of flow from beginning to end, but perhaps with some weaker transition (sentence/ paragraph). Still, nothing more than slightly distracting or confusing.

Style: Minimally, clean copy. Could allow for, say 2-3 instances of minor grammatical error. No persistent problems running throughout. Good variation in sentence structure and length.

C: **Content:** Any of the following defects: Shows evidence of some superficial thinking, unimaginative assertion, or clichéd ideas: writer falls short of confronting the implications of his/her own position. Casual or unquestioning acceptance of received ideas. Fallacious reasoning. Failure to substantiate or supply adequate context.

Structure: Any noticeable transition problems that interfere with following the writer’s train of thought. Clichéd introductions: “In today’s society....” Bland summary conclusions.

Style: Distracting problems—major and minor grammatical & mechanical issues.

D: Any heavy accumulation of “C” level problems, though there is some reasonable evidence or glimmer of the writer at least trying.

F: Anything that looks slipshod, evidence of substantial carelessness, many major problems in style and structure. Unthinking, in every sense of that word. You basically didn’t even try.

***This is not meant to scare you! It’s meant to encourage you to work hard and ask for help

****SAMPLE ESSAY****

Name

Date submitted

PS 101 - 01

Name of assignment

This is a One-Line, Centered Title, in Same Size, Font and Style as Text

You Must have a Title, But Not always a Subtitle

Format your essay to look just like this one. It must be double-spaced and printed in a conventional, serif typestyle (Times New Roman is used here), in a conventional size (preferably 12 point). The margins should be one inch on all sides (though the margins in this example obviously are not). All inside pages should be marked at the top right (approximately 1/2 inch from the top edge of the paper) with the page number and your last name. Front-and-back printing is acceptable to save paper. Make sure your printer has enough ink or toner to make a dark impression. Keep hard copy and digital copies of your paper.

Proofread carefully. Proofreading is *not* the same as spell- and grammar-checking!

Justify only the left margin, not the right. This is called "ragged right," and it is the look that most editors prefer. Right-justified copy often causes inconsistent word spacing, which can be a nuisance to read. All words should be one space apart, except those following terminal sentence punctuation (like periods, questions marks, and exclamation points). Double-space after each sentence. Every paragraph should be indented five full spaces or a half-inch. Do not put extra spaces between paragraphs.

Do not use a sans-serif font like Arial. This sentence is printed in a sans-serif font. Do not mix

fonts. Do not use ornate or fancy fonts. Do not put your title in larger type; do not underline or italicize or capitalize your title. Use underlines or italics (one or the other, not both) to indicate emphasis (though be sparing with this), or to refer to the title of a book, periodical, government publication, pamphlet, TV or radio program, and so on. Use quotation marks to set off the title of a poem, article, speech or TV or radio segment. Consult a reference such as the MLA guide for more details. Do not use a report cover, cover page, or other binding; preferably paper-clip or staple your pages together in the upper left corner. Make sure your name is on each page. Use only white, non-textured paper. If you have sources to cite, do so according to one of the standard methods. Use footnotes, endnotes, or parenthetical citation—any method is fine, just be consistent. Versions of the MLA guide are widely available on the web. If there is any part of this formatting that you do not understand or know how to do, please ask me or go to SC4's Writing Center.

All of this may seem designed to make your essay look like everyone else's, but that's the point. It may seem excessively picky, but there's a good reason for this: the only thing that will differentiate your words from anyone else's is the way you write them. Editors and teachers are interested in reading good writing, not in seeing your flair for creative page design. This sample essay has been adapted from Dr. Steve McKenna at the Catholic University of America in Washington, DC.