

POS 4413: The Presidency - Fall 2018

MWF – Period 3 (9:35 – 10:25am)

Room: Anderson 34

Dr. Kevin Baron

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Office Hours: Tuesday, 10am to Noon

Wednesday, 11am to 1pm

By Appointment as Needed

Office: 224 Pugh Hall (Bob Graham Center)



SYLLABUS

Course Description:

This course takes an empirical and applied approach to studying the American presidency. The objective is to critically evaluate theories of the modern presidency (post-World War II) in the American constitutional system and apply them systematically to the institution and individuals who have occupied the Oval Office. The course begins with an overview of formal and informal presidential power, followed by theories covering presidential elections, the growth of the presidency as an institution, public approval, presidential relations with the media, the legislative presidency and relations with Congress, judicial appointments, and domestic and foreign policy, as well as a discussion on presidential power and greatness. We will also explore competing ideological approaches and understandings of what the presidency *should be*. In the latter third of the course, we will apply these theories to individual presidents spanning Truman to Trump, using case studies and empirical evidence to evaluate select topics of modern presidents' leadership with a particular emphasis on domestic policy.

It is an interesting time to be studying the presidency, as established norms and behaviors are changing, whether for the good or bad becomes irrelevant. For this course, we set-aside partisan allegiances and put on our social scientist hats to examine the presidency from an empirical position using rigorous academic techniques. This course requires a well-written, analytical research paper due at the end of the semester (approx. 20 pages). You will be challenged to take theories and ideas from the course and develop your own empirical support for your paper, therefore applying what you have learned in class to an original research paper. Literature and guidance on how to write a successful research paper will be covered in the course.

Course objectives:

- To critically examine the institution of the executive branch and the modern American presidency
- Explore differing theories and ideological perspectives that influence our understanding the institution and the individuals
- To better develop critical thinking, writing, and analytical skills for research
- Distinguish between assumptions and evidence in evaluating arguments

Readings:

Joseph A. Pika, John A. Maltese, and Andrew Rudalevige, *The Politics of the Presidency, 9th Edition*. Washington, DC, CQ Press.

Michael Genovese (ed.), *Contending Approaches to the American Presidency*. Washington, DC, CQ Press.

Michael Genovese, Todd Belt, and William Lammers, *The Presidency and Domestic Policy*. New York, Routledge Press.

Lisa A. Baglione, *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 3rd edition*. Washington, DC, CQ Press.

Other readings as assigned. Certain readings will be available through [UF e-Learning](#) (Canvas). Articles for this course can be found through the UF Library Website or via Google Scholar. Either way, you will also want to ensure you have VPN access from your home or personal computer as readings will only be available to you through the UF system - <http://www.uflib.ufl.edu/login/vpn.html>

If you are in need of tutorials on how to use the Library website, resources are available here <http://www.uflib.ufl.edu/tutorials/catalogtutorials.html>

Class Philosophy: Learning is an active and interactive process. Many class sessions will consist of discussion and the development of our understandings of the modern presidency. It is essential that all students keep up with the readings and come to class prepared. Ask questions, support opinions and reasoned arguments with fact, and remember – it is fine to challenge someone’s ideas, but not the person, respect for each other is essential for civil discourse.

***No phones will be allowed in class. While you can use a laptop or tablet for note taking, I strongly urge you to go old school and use a pen and paper. Pen and paper note-taking has been proven to help you remember and understand the material far better than using electronics, as it forces you to analyze and summarize content.

Requirements:

1. Attendance.....7.5%
2. In-class Participation.....7.5%
3. Midterm Essay.....30%
4. Research Paper Draft.....20%
5. Research Paper Final.....35%

Grades will be assigned based on the following scale:

A = 90%+	B = 80-83	C = 70-73
A- = 87-89	B- = 77-79	C- = 67-69
B+ = 84-86	C+ = 74-76	D+ = 64-66

D = 60-63

D- = 57-59

E < 56 (failing)

Assignments:

Midterm – The midterm exam will be a take-home essay. The exam will be 5-7 pages in length (1500 words) excluding citations. The essay will be an argument/position essay based on readings and class discussions. The exam will be given through Canvas and you will have approximately one week to complete.

Written Assignments – See Appendix A on the syllabus. All written assignments have fixed due dates. All assignments should be submitted through Canvas or email. Instructions will be in Canvas and as discussed in class.

Attendance/Participation/Conduct

Assignments are expected to be turned in on the due date, either by hard copy, submitted through Canvas (UF e-learning), or email. One letter grade per day (not class days) will be taken off for late papers unless you have obtained prior approval for a different date due to special circumstances or have a documented illness or family emergency. Please do not hesitate to let me know if you have some type of special circumstance, but you must do so before the due date unless it is an emergency. Communication is key. Attendance, assignments, and make-up work will adhere to UF policies and standards, available here <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Your grade for class participation depends not only on physical presence (attendance is mandatory), but also your active participation in class and your "class manners." This means being on time, refraining from side discussions and other distracting behavior and respecting each other's viewpoints. We will be discussing controversial issues about which many people have strong opinions and beliefs so mutual respect is critical for the success of the class. It is fine to challenge someone's ideas/positions, but personal attacks will not be tolerated.

Students with Disabilities: If you have special needs, you must register with the Disability Resource Center, <https://drc.dso.ufl.edu/>, so that you can be provided the necessary accommodations to ensure your success. You must inform me at the beginning of the semester and provide me with a copy of your letter. I will work with you to be successful in this course.

Please do not ask me specific questions about your assignments or grades outside of office hours. Federal privacy rules (FERPA) prohibit any discussion that can be heard by others. FERPA also prohibits me from sending grades through e-mail.

Honor Code of Conduct: UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know UF policies and procedures, and you should hold yourself to the highest standards.

"There is nothing noble in being superior to your fellow man; true nobility is being superior to your former self." ~ Ernest Hemingway

Class Schedule: (subject to revision as we go through the semester)

Week 1 – Introduction

- August 22: Course Syllabus and Schedule
- August 24: Pika and Maltese, Chapter 1 – The Changing Presidency

Week 2 – The Basis of Presidential Power

- August 27:
 - Genovese, *Contending Approaches*, Introduction
 - Genovese, Belt, and Lammers, Chapter 1
- August 29 and 31: NO CLASS for APSA Conference

Week 3 – Elections and Campaigns

- Sept. 3: Holiday – NO CLASS
- Sept. 5:
 - Pika and Maltese, Chapter 2 – Election Politics
 - Genovese, *Contending Approaches*, Chapter 1
- Sept. 7: Baglione, Chapter 1

Week 4 – The Public Presidency & Presidential Character

- Sept. 10:
 - Pika and Maltese, Chapter 3 – Public Politics
 - Genovese, *Contending Approaches*, Chapter 2
- Sept. 12: Baglione, Chapter 2
- Sept. 14: Pika and Maltese, Chapter 4 – Presidential Character

Week 5 – Legislative Politics

- Sept. 17: Pika and Maltese, Chapter 5 – Legislative Politics
- Sept. 19: Baglione, Chapter 3
- Sept. 21: Genovese, *Contending Approaches*, Chapter 3

Week 6 – The Institutional Presidency & Judicial Politics

- Sept. 24:
 - Pika and Maltese, Chapter 6 – Executive Politics
 - Genovese, *Contending Approaches*, Chapter 5
- Sept. 26: Baglione, Chapter 4
- Sept. 28: Pika and Maltese, Chapter 7 – Judicial Politics

DRAFT RESEARCH PAPER DUE – Sept. 28 by 11:59 p.m.

Week 7 – Domestic & Economic Policy

- Oct. 1:
 - Pika and Maltese, Chapter 8 – Domestic Policy
 - Genovese, *Contending Approaches*, Chapter 4

- Oct. 3: Baglione, Chapter 5
- Oct. 5: Pika and Maltese, Chapter 9 – Economic Policy

Week 8 – Foreign Policy and Presidential Time

- Oct. 8:
 - Pika and Maltese, Chapter 10 – National Security Policy
 - Genovese, *Contending Approaches*, Chapter 6
- Oct. 10: Baglione, Chapter 6
- Oct. 12: Skowronek on Presidential Time (readings in Canvas)

MIDTERM DUE BY OCT. 15 at 11:59 p.m.

Week 9 – Truman and Eisenhower

- Oct. 15: Genovese, Belt, and Lammers, Chapters 6 and 7
- Oct. 17:
 - Robert H. Ferrell, “Truman’s Place in History.” *Reviews in American History* (18), No. 1 (March 1990): 1-9.
 - The Truman Doctrine and the reshaping of the American security state
 - Mary S. McAuliffe, “Eisenhower, the President.” *The Journal of American History* 68, No. 3 (1981): 625-632.
 - Executive Privilege and inherent executive powers
- Oct. 19: Baglione, Chapter 7

Week 10 – Kennedy and Johnson

- Oct. 22: Genovese, Belt, and Lammers, Chapters 8 and 3
- Oct. 24:
 - Richard E. Neustadt, “Kennedy in the Presidency: A Premature Appraisal.” *Political Science Quarterly* 79, No. 3 (1964): 321-334.
 - The Cuban Missile Crisis
 - Doris Kearns, “Lyndon Johnson's Political Personality.” *Political Science Quarterly* 91, No. 3 (1976): 385-409.
 - The Great Society and social change
- Oct. 26: Baglione, Chapter 8

Week 11 – Nixon

- Oct. 29:
 - Genovese, Belt, and Lammers, Chapter 10
 - Jonathan Aitken, “The Nixon Character.” *Presidential Studies Quarterly* 26 (Winter 1996): 239-47.
 - Executive Privilege revisited
- Oct. 31:
 - James David Barber, “The Nixon Brush with Tyranny.” *Political Science Quarterly* 92, No. 4 (1977): 581-605.
 - Baglione, Chapter 9

- Nov. 2: NO CLASS (homecoming)

Week 12 – Carter and Reagan

- Nov. 5: Genovese, Belt, and Lammers, Chapters 11 and 4
- Nov. 7: John Whiteclay Chambers, “Jimmy Carter's Public Policy Ex-Presidency.” *Political Science Quarterly* 113, No. 3 (1998): 405-425.
 - Carter as disjunctive, but can a post-presidency be more meaningful?
- Nov. 9: John Kenneth White, “How Should Political Science Judge Ronald Reagan?” *Polity* 22, No. 4 (1990): 701-715.
 - The Reagan Revolution and the end of the Cold War as reconstructive

Week 13 – H.W. Bush and Clinton

- Nov. 12: NO CLASS (holiday)
- Nov. 14:
 - Genovese, Belt, and Lammers, Chapters 12
 - Paul Brace and Barbara Hinckley, “George Bush and the Costs of High Popularity: A General Model with a Current Application.” *PS: Political Science and Politics* 26, No. 3 (1993): 501-506.
 - “Read my lips” as precursor and the impacts of rhetoric
- Nov. 16:
 - Genovese, Belt, and Lammers, Chapter 13
 - Richard M. Pious, “The Paradox of Clinton Winning and the Presidency Losing.” *Political Science Quarterly* 114, No. 4 (1999): 569-593.
 - Fred I. Greenstein, “There He Goes Again: The Alternating Political Style of Bill Clinton.” *PS: Political Science and Politics* 31, No. 2 (1998): 178-181.
 - Bill Clinton’s “#MeToo Moment”

Week 14 – G.W. Bush

- Nov. 19:
 - Genovese, Belt, and Lammers, Chapter 5
 - John Roper, “The Contemporary Presidency: George W. Bush and the Myth of Heroic Presidential Leadership,” *Presidential Studies Quarterly* 34, No. 1 (2004): 132-142.
 - The transformation of the post-9/11 presidency
- Nov. 21-23: Thanksgiving Break

Week 15 – Obama and Trump

- Nov. 26:
 - Genovese, Belt, and Lammers, Chapter 9
 - Lawrence Jacobs and Desmond King, “Varieties of Obamaism: Structure, Agency, and the Obama Presidency.” *Perspectives on Politics* 8 (2010): 793-802.
- Nov. 28:
 - Fred I. Greenstein, “The Presidential Breakthrough of Barack Obama,” reading in Canvas

- Daniel Q. Gillion, “Obama’s Discussion of Racial Policies and Citizens’ Racial Resentment in the Experimental Setting.” *Presidential Studies Quarterly* 47, No. 3 (2017): 517-528 <https://bit.ly/2G1Rb2F>
 - Obama’s attempt at reconstruction
- Nov. 30:
 - James P. Pfiffner, “The Contemporary Presidency: Organizing the Trump Presidency.” *Presidential Studies Quarterly* 48, No. 1 (2018): 153-167 <https://bit.ly/2DMryk8>
 - Jeffrey Crouch, Mark J. Rozell, and Mitchell A. Sollenberger, “The Law: The Unitary Executive Theory and President Donald J. Trump.” *Presidential Studies Quarterly* 47, No. 3 (2017): 561-573 <https://bit.ly/2pyvLmH>
 - The return of racial politics, and, can Trump tweet his way to success?

Week 16 – Evaluation and Meaning

- Dec. 3: Genovese, Belt, and Lammers, Chapter 14
- Dec. 5:
 - Brandon Rottinghaus and Justin S. Vaughn, “Presidential Greatness and Political Science: Assessing the 2014 APSA Presidents and Executive Politics Section Presidential Greatness Survey.” *PS: Political Science and Politics* 50, No. 3 (2017): 824-830 <https://bit.ly/2G3ZOJQ>
 - Brandon Rottinghaus and Justin S. Vaughn, “How Does Trump Stack Up Against the Best – and Worst – Presidents?” *NYT Op-Ed* <http://nyti.ms/2EyoGbV>
- Dec. 7: NO CLASS – Reading Day

FINAL PAPER DUE DEC. 10 BY 11:59 p.m.

Appendix A: Research Paper Guidelines and Source Material

Research Paper Draft – DUE Sept. 28 by 11:59 p.m.

This assignment has three (3) parts:

1. Thesis statement
2. Annotated bibliography
3. Draft Outline

In total, for this assignment, you should produce a minimum of 4-5 pages for your research proposal.

1. Thesis Statement

The thesis statement lays out the argument of your paper, the model/hypothesis you are developing, and should be followed by an organizational statement that conveys how you will organize your analysis/data. This is the crux of any good research paper – it should address what question you are trying to answer or what puzzle you are seeking to solve. SEE Baglione, Chapter 5 (effectively distilling your argument) for further details.

2. Annotated Bibliography

The annotated bibliography first gives the full, proper citation for a journal article, book, or book chapter. Following the citation, you generally have 3-7 sentences that indicate what the major arguments of the scholarly work entail, and what methods/empirics are used to support. REMEMBER – the basis of any research paper builds on existing academic work, meaning peer-reviewed sources, which are the only ones acceptable here.

The purpose of an annotated bibliography is to provide yourself with a concise overview of the work so that you can better prepare to write your paper, to remind yourself of the focus of this work, and then be able to cite quotations, summaries, data, concepts, theories, ideas with ease.

3. Draft Outline

In the draft outline you will develop a more detailed layout of your paper. The major headings should be based on your organizational statement that follows your thesis statement from Step 1. Then there should be subheadings that provide more detail and specifics. There is no single, correct way to develop a draft outline. However, a bulleted, numbered, or multi-level list works well. There should be a high attention to detail, which underscores that you have thought through the most important elements of your paper – and this will pay off once you begin to actually write your paper.

Outline = Roadmap for your paper. Like any good traveler, you can stray from the map and check out some of those unusual places, but know your goal and keep moving toward it.

Final Research Paper – DUE Dec. 10 by 11:59 p.m.

Now that you have completed the earlier assignment, you know what your paper should look like. Your final paper should be approximately 5000 - 6500 words (about 20-25 pages) excluding citations. It must be submitted by the due date, turned in through Canvas. Your Final Paper should adhere to the following guidelines:

FORMAT: 12-point Times New Roman font, double-spaced, 1-inch margins, page numbers, and Chicago or APSA style citations.

Paper: follow your draft outline, but should include the following sections in order -

- **Introduction (1-2 pages):** this includes your thesis statement and organizational statement
- **Literature Review (2-4 pages):** summary of the current literature on the topic.
 - o Remember – a literature review is not a list of articles/books, but summarizes similar research work, theories, concepts, or data that you use as justification and grounding for your theory, methods, and data
- **Theory and Methods (2-4 pages):** this section bridges the literature review in a restatement of your theory/hypothesis (thesis) and provides for a description of your methodology
- **Case Studies (8-12 pages):** this is the presentation of your research and data – your empirical support for your thesis/theory
- **Conclusion and Further Discussion (2-4 pages):** wrap it up. Restate your thesis/theory and findings and why they are important. Always leave us wanting more, so discuss future research on what was related but not covered in your paper.
- **Bibliography:** you should know what this is. There is no set number of sources, you should use enough to get what you need, but if you are under 8 you probably have some issues. *Wikipedia is not a credible academic source.

SOURCE MATERIAL

The two quickest and easiest sources to begin research are the UF Library Website (<http://cms.uflib.ufl.edu/>) where you can use OneSearch for books and articles, or search databases and specific journals; the second is Google Scholar (<https://scholar.google.com/>) which provides an easy portal to find books and articles. Remember – your literature review must consist solely of peer-reviewed work. From your home computer, make sure you are on the UF VPN Network (<http://www.uflib.ufl.edu/login/vpn.html>).

One of the best ways to begin your project is to consult one of the Historical Dictionaries published by Scarecrow Press. The standard layout of these books includes a detailed chronology of each president's term. The entries to the dictionaries comprise the people, events, etc. of each presidency. More importantly, the Historical Dictionaries include a detailed and comprehensive bibliography of scholarly books and articles that are categorized by subject.

HISTORICAL DICTIONARIES

UF Library West References, 3rd Floor:

- Historical Dictionary of the Roosevelt-Truman Era. E806.W96 2008.
- Historical Dictionary of the Eisenhower Era. E835.K37 2009.
- Historical Dictionary of the Kennedy-Johnson Era. E841.B85 2007.
- Historical Dictionary of the Nixon-Ford Era. E855.H355 2008.
- Historical Dictionary of the Carter Era. E872.K385 2013.
- Historical Dictionary of the Reagan-Bush Era. E876.C665 2007.
- Historical Dictionary of the Clinton Era. E885.C66 2012.
- Historical Dictionary of the George W. Bush Era E902.C6585 2010.
- There has not been one written yet for Barack Obama...or for Trump
- There will be some, but limited, academic literature on Donald Trump

APPENDIX B:

General Grading Criteria

Students who get top grades (A, B+) generally:

- Turn in high-quality written work which reflects careful research, good planning, well-conceived arguments, originality, clarity of thought, and integration of course material, where appropriate. They stay within stated page limits. Their bibliographies are solid and their footnotes carefully used. Their final product is typed, structured, and readable, with nearly flawless English grammar and spelling.
- Complete all assigned readings on time, and reflect this in their exams, written work, and class participation. They review carefully and productively.
- Attend class regularly.
- Participate actively and enthusiastically in class discussions. They ask questions on a regular basis, and their ideas are original and stimulating. They challenge the conventional wisdom. They summarize each author's principal argument and their reaction to it when discussing the course material.

Students who get middle grades (B, C+) generally:

- Turn in acceptable written work with no serious deficiencies in writing. They meet deadlines generally. Their work is readable and typed.
- Attend class, complete the assigned readings and participate in class discussions, asking occasional questions.

Students who get low and failing grades (C, D, E) generally:

- Do not turn in their assigned work, or turn it in late with penalty. Their work is of poor quality and shows inadequate research, documentation, thought, and originality. It is poorly presented (untidy and/or handwritten rather than typed, poor grammar and structure).
- Complete only part of the required readings. Demonstrate little knowledge or thought of the material.

- Do not attend class and avoid participation. When called upon, they are obviously not familiar with the material. They ask no questions and show little concern to learn or hear new perspectives.