

# PSC 406: The American Presidency

Sections A & C (Undergraduate): 3 credits

Sections B & D (Graduate): 4 credits

Spring 2023

Mondays, 6:00pm – 8:30pm – Norris L. Brookens Library 417

Or

Online

**Instructor:**  Matthew Geras, Assistant Professor

**Office:**  PAC 358

**Office Hours:**  Mondays & Thursdays: 3:30pm-5:00pm central (in person or via Zoom)

By appointment (in person or via Zoom)

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## **Course Description**

This course provides a modern political science perspective on the American presidency. The U.S. President is considered one of the most powerful leaders in the world even though by most accounts the Founders intended for Congress to be the most powerful branch of government. Despite the president having theoretically limited power granted to them by the constitution, they have extensive influence over foreign affairs, domestic policy, and electoral politics. Throughout this course, we will use political science research to examine the powers of the presidency, the president’s relationship with the other branches of government, the media, and political parties, and the president’s ability to shape domestic and foreign policy. Additionally, we will also examine the process by which presidents are elected to office.

This course is designed as a modified seminar. While each class period will begin with a lecture on that week’s topic, a substantial portion of each class will be dedicated to discussing the required readings for that week and important current events related to the American presidency. Since this is in part a seminar class, you can expect to do a lot of reading and writing on a weekly basis. Additionally, active participation in class discussions is expected of all students.

## **Course Objectives**

Upon completion of the course, students will:

* Understand the processes by which presidents are elected.
* Understand the powers of the president and how the president operates in the American political system.
* Be able to critically analyze scientific research on the American presidency.
* Be able to use theories discussed in class to analyze historical and current events.

**Learning Objectives**

* Students will complete the assigned readings and participate in class discussions about the readings and current events during each week of class.
* Students will construct their own discussion questions, or other talking points, on the American presidency or current events to demonstrate their ability to lead and contribute to class discussions.
* Students will complete several analytical research papers that will either evaluate political science literature or apply that literature to current events and important questions about the modern American presidency.
* Students will demonstrate their knowledge of the American presidency by completing a written examination.

## **Course Expectations**

This is a HyFlex class meaning students can participate in person on campus, synchronously through Zoom, or asynchronously by watching recorded lectures and completing online assignments. All students will complete the same readings, the same writing assignments, and engage with the same content. The only difference between these modalities is the way in which students participate in class discussions.

For each week of class, there will be required readings, which should be completed prior to the start of class, or prior to your participation in the online discussion boards. Each class session will be split into two parts. First, there will be a lecture on that week’s topic. Second, there will be a class discussion on the required readings and any important current events related to campaigns and elections.

On-ground and synchronous online students will attend class on Monday nights. Following each class period, I will post recorded versions of my lecture(s) and several discussion questions to Canvas by each Tuesday morning. Asynchronous students will then have one week **(Tuesday through Monday)** to watch these lectures video(s), participate in the online discussion boards, and complete any miscellaneous assignments that were assigned that week. All students will use the same Canvas page, which means the online discussion boards will be available to everyone, but they are only required for asynchronous students who are not able to, or who prefer not to, participate in live class discussions. This course is designed based on the principles of collaborative learning and active participation.

## **UIS Academic Integrity Policy**

I support the UIS policy on Academic Integrity, which states, in part: “Academic integrity is at the heart of the university’s commitment to academic excellence. The UIS community strives to communicate and support clear standards of integrity, so that undergraduate and graduate students can internalize those standards and carry them forward in their personal and professional lives. Living a life with integrity prepares students to assume leadership roles in their communities as well as in their chosen profession. Alumni can be proud of their education and the larger society will benefit from the University’s contribution to the development of ethical leaders. Violations of academic integrity demean the violator, degrade the learning process, deflate the meaning of grades, discredit the accomplishments of past and present students, and tarnish the reputation of the university for all its members.”

Academic sanctions range from a warning to expulsion from the university, depending on the severity of your violation and your history of violations. Whatever the sanction, I will file a report of academic dishonesty to the Office of the Provost.

You are responsible for understanding and complying with the [UIS Academic Integrity Policy](http://www.uis.edu/academicintegrity).

Academic dishonesty in an online (remote) learning environment may include the following scenarios:

* Having a tutor or friend complete a portion of your assignments
* Having a reviewer make extensive revisions to an assignment
* Copying work submitted by another student to a public class meeting
* Using information from online information services without proper citation
* Posting any work as your own that has been written by another author(s)

## **Academic Accommodations**

If you are a student with a documented temporary or ongoing disability in need of academic accommodations, please contact the Office of Disability Services at 217-206-6666.

Disabilities may include, but are not limited to: Psychological, Health, Learning, Sensory, Mobility, ADHD, TBI and Autism Spectrum Disorder. In some cases, accommodations are also available for shorter term disabling conditions such as severe medical situations. Accommodations are based upon underlying medical and cognitive conditions and may include but are not limited to extended time for tests and quizzes, distraction free environment for tests and quizzes, a note taker, interpreter and FM devices.

Students who have made a request for an academic accommodation that has been reviewed and approved by the ODS will receive an accommodation letter which should be provided by the student to the instructor as soon as possible, preferably in the first week of class.

For assistance in seeking academic accommodations please contact the UIS Office of Disability Services (ODS) in the Human Resources Building, Room 80, phone number 217-206-6666.

## **Library Resources**

You can access library resources, databases, and helpful research guides from [Brookens Library](http://library.uis.edu/).

For in-depth help, please contact one of our librarians directly: [Full list of librarians by subject](https://libguides.uis.edu/librarians).

**The Learning Hub**

The Learning Hub provides students on campus with many services including online and face-to-face tutoring for writing, science, exercise science, academic skills, business, computer science, and math; supplemental instruction; workshops; and online resources. Any student who is enrolled at UIS is eligible for the free services.

If you feel like you need extra help in the class, please use this service along with instructor help.

Appointments can be made by contacting The Learning Hub at (217) 206-6503, thehub@uis.edu, or in person at Brookens 460. You may also use this link to access a “Make an Appointment” form to ensure you give them all the information needed to schedule an appointment. When making an appointment, please have the following information ready:

* Course number
* Instructor
* Assignment/Paper Length
* Available Days and Times

## **Required Texts**

There are no required books for this class. Instead, all course readings will be posted to Canvas.

Readings will include a combination of scientific journal articles, news articles, book excerpts,

and podcasts.

## **UIS Resources**

[University of Illinois at Springfield](http://www.uis.edu/)

[[Information Technology Services (ITS)](http://www.uis.edu/)](http://www.uis.edu/its)

[University Webmail](http://webmail.uis.edu)

[Canvas](https://go.uis.edu/canvas)

[The Learning Hub](http://www.uis.edu/thelearninghub/)

[The Career Development Center](http://www.uis.edu/career/)

## **Course Requirements**

## Complete all assigned readings, lecture videos, and graded assignments. As a best practice, please keep a backup copy of all assignments that you submit. As a UIS student you have access to a [Box](https://www.uis.edu/its/services-uis/box) account, which can be used to back up your assignments

## **Adhere to assignment deadlines as outlined on Canvas and the course schedule. I accept late work, but assignments submitted after their due date will be subject to a penalty of 2% per day. I recognize that some late work occurs due to circumstances outside a student’s control. As a result, I may waive this penalty in such circumstances, especially if you are proactive in letting me know you will be submitting work late before the assignment deadline. Most importantly, keep in mind that if you are consistently submitting assignments lates, you are limiting your ability to receive feedback on your assignments.**

## ***While it is important that we all do our best to adhere to these requirements, I recognize we all continue to live through unprecedented times. If you find yourself in a situation where your ability to meet course deadlines is compromised, please let me know. I will, to the best of my abilities, work with you to come up with a solution that will allow you to complete the required components of this course.***

## **Technology Requirements**

Students will use the internet to access the Canvas course page and their UIS email. Other programs used will be Zoom, Microsoft Office, Zotero or some other bibliographic management software (optional), and resources from the UIS library. All these programs are available to students through their enrollment in UIS classes or are freely available online.

## **Course Communication**

The best way to contact me is through email or the messenger function on Canvas. As needed, we can also schedule Zoom meetings and telephone consultations. I typically respond to emails within 24 hours Monday through Thursday and within 48 hours Friday through Sunday. You will likely receive a response from me much faster than this timeline. If fact, if you do not receive a response from me within this timeframe, it is okay to assume I did not receive your original message and you are welcome to contact me again.

Keep in mind that the messenger app on Canvas sometimes struggles with file attachments, especially in cases where you are responding to a Canvas message through email. As a result, email or UIS’s protected email application ([PEAR](https://www.aits.uillinois.edu/services/application_services/PEAR/)) is the better option in these circumstances. Additionally, keep in mind that I am not allowed to discuss grades through email.

Office Hours:

My office hours are Mondays and Thursdays from 3:30pm to 5:00pm central and by appointment. To set up a meeting, send me an email with some suggested times. I encourage all students to attend office hours whenever they wish to discuss course content and assignments. Please view my office hours as time that I have set aside to answer your questions, clarify class discussions, and help you succeed in class. All office hours will be available either in person or via Zoom.

### Netiquette

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. I recommend you review the following [tips for interacting online](https://www.livinginternet.com/i/ia_nq.htm) in e-mail and/or discussion board messages compiled by Chuq Von Rospach and Gene Spafford.

Everyone must plan an active role in helping to facilitate and maintain a safe and comfortable learning environment where everyone should feel free to participate, ask questions, engage the course and support one another. To do this successfully, we must remain mindful and respectful of each other’s freedom of thought and speech and provide mutual respect. Everyone should feel comfortable expressing themselves and their views. There must be a clear respect for diversity of participants including respect for gender, race/ethnicity, religion, disability, age, sexual orientation, socio-economic status, as well as culture, beliefs and personal values.

Here are some tips for discussing serious and potential sensitive topics with your peers:

* Be empathetic and remember that this environment is a safe place for making mistakes.
* Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
* Use specific questions, examples, and research as a way of making your point.

## **Methods of Evaluation**

## You will be assessed on two analytical research papers, a cumulative final exam, class participation, including your contribution of weekly talking points and/or discussion questions, and several shorter in-class activities/homework assignments. Graduate students will also complete a third analytical research paper which will serve as their graduate project for this class.

Analytical Research Papers

During the semester, everyone will write two analytical research papers which will ask you to apply what have learned in class to current events. For each paper, you will respond to the prompt and then use evidence to support your answers. Class readings and discussions will serve as your starting point for completing these papers, but each prompt will require you to do some of your own research to collect evidence to support your arguments. Evidence might take the form of academic journal articles, books, podcast, or news articles, but regardless of where your evidence comes from, you must cite your sources of information. Each of your papers should be 5 to 7 double-spaced pages, not including your reference page. Graduate students will complete a third analytical paper which will serve as their graduate project for this class. Collectively, these analytical papers will make up 35% of your final grade. The topics for each of these assignments is listed below and a grading rubric for these assignments can be found on Canvas.

Analytical Paper 1: Potential Electoral Reforms

**Due: 2/20**

We spent two weeks discussing and analyzing the process by which U.S. presidents are elected. In this paper, you will identify one potential electoral reform, for example implementing the National Popular Vote Interstate Compact or holding all presidential primary elections on a single day, that you believe the U.S. should implement. After identifying and describing this electoral reform, you should argue why you believe this reform is necessary and discuss the potential positive and negative implications or outcomes of this reform.

Alternatively, if you support the current process by which U.S. presidents are elected, you can pick an electoral reform and argue why you believe this reform is not necessary and discuss the potential positive and negative implications and outcomes of this reform.

Analytical Paper 2: Presidential Powers

**Due: 5/1**

Most historians and political scientists agree that over time the powers of the American presidency have expanded; however, there is disagreement as to whether this is a positive or negative development. Do you believe that modern U.S. presidents are too powerful? If so, in what ways are modern presidents too powerful? What are some implications, either positive or negative, of these aspects of presidential powers? If not, do you believe modern presidents are not powerful enough or do they have just the right amount of power? How and why did you come to this conclusion?

In this paper, you are not expected to discuss every aspect of presidential power, but you should discuss more than one aspect of presidential power. For example, maybe you think presidents are too powerful in their role as leader of their political party, but that they have the correct amount of power when it comes to influencing the legislative agenda. Make sure you use real-world examples or other evidence to support your opinions.

Graduate Project: Political Science Theories and Modern U.S. Presidents

**Due: 5/8 (graduate students only)**

Pick one of the theories we have discussed in class and apply it to a modern presidency (Bill Clinton, George W. Bush, Barack Obama, Donald Trump, or Joe Biden). In your paper, you should answer the following questions and use evidence from class readings and other sources to support your answers:

* What is the theory you are evaluating? Explain the theory and briefly discuss how/why the theory was developed in the context of the larger literature on that topic. (Hint: the author of the theory you are evaluating should discuss these things.)
* Is the theory supported in your analysis of a modern president? Why or why not? (Does the theory work in the manner described by the creator of the theory?)

Throughout the semester, we have read several theories that were pulled from book length projects that you might consider analyzing in our modern context. For example, *The Changing Politics of the Presidential Mandate*, Veto Bargaining, Going Public, The Politics Presidents Make, and The Strategic President. More broadly though, you can write about any argument or theory that was presented in any of our readings throughout the semester. It does not need to be a theory that was developed as part of a book length project. For example, you could consider the extent to which one of these presidents was able to reshape their political party in their image or their role in shaping foreign policy. It is entirely your decision as to which theory/argument you evaluate, but you must explicitly describe and explain this theory and how it was developed.

Finally, keep in mind, you are not expected to collect and analyze original quantitative data like you saw in many of the readings we did for class. You do not have the time to complete a project of this scope in a single semester. Instead, your evidence might take the form of academic journal articles, books, news articles, or podcasts. Regardless of where your evidence comes from, you must cite your sources of information. Overall, the purpose of this assignment is to demonstrate your understanding of a theory that was discussed in class and to show that you can apply that theory to current events.

Final Exam

The final exam for this class will be a cumulative exam worth 20% of your final grade. The final exam will consist of multiple-choice, true-false, and short-answer questions. Students will have the option to either take the exam in person on **Monday, May 8th at 6pm** or on Canvas by **Monday, May 10th**. In either case, students are allowed to use their notes from throughout the semester, but students will only have 2 hours to complete the exam.

Participation (Further Explanation of Modalities in a HyFlex Class)

Since this is in part a seminar class, students are expected to actively participate in class on a weekly basis.

*On-Ground Students*

Students enrolled in the on-ground sections of this class (A & B) will attend class in person. They will earn participation credit by attending class, participating in class discussions, and asking questions. They can use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates. If they need to miss class or cannot attend class in person due to sickness, quarantine, etc., they can participate in class synchronously through Zoom or asynchronously by watching the recorded lectures and participating in the online discussion board. However, since you signed up for the on-ground section of this class, I encourage you to participate in person or synchronously through Zoom when possible. If you need to participate in class asynchronously more than twice throughout the semester, please discuss this with me before doing so.

*Synchronous Online Students*

Online students who want to participate in the on-ground class synchronously can do so through Zoom. The classroom is set up so that you will be able to see my lecture slides and a broad view of the classroom. Synchronous participation through Zoom is entirely optional, but in any week that you participate in class via Zoom, you are not required to participate in the online discussion board. Like on-ground students, synchronous students will earn participation credit by attending class, participating in class discussions, and asking questions. They can also use the online discussion boards to supplement their participation and engage in conversation with their asynchronous online classmates.

*Asynchronous Online Students*

Online students who cannot, or do not wish to, participate in class synchronously will earn participation credit by watching recorded lectures and using the online discussion boards. By each Tuesday morning, beginning January 24th, I will post a recorded version of my lectures for that week and open a discussion board containing 5-8 discussion questions, many of which will be drawn from your Talking Points, for that week of class. Asynchronous students should watch my lecture(s) and then participation in the online discussion board by 11:59pm the following Monday. See my comments below about how I will be assessing participation, but as is the case with traditional in-person class participation, asynchronous online students are not required to answer/discuss all of the discussion questions in a given week. However, they are expected to read every post on a weekly basis much like they would listen to their classmates’ questions/comment in a traditional class.

*Assessing Participation*

Each week you will receive a participation score ranging from 0 to 4 regardless of your method of participation. A score of 0 indicates no participation and a score of 4 indicates outstanding participation. Your final participation grade will constitute 20% of your final grade and will be calculated by averaging your 13 highest participation scores. This means your lowest score will be dropped. Please note when I assess participation, I consider the quality of your participation in addition to the quantity of your participation. In this sense, I am not simply counting the number of discussion board posts, questions, or comments you contributed to the class discussion. Instead, I will consider the content and quality of your participation. At the end of each week of class, I should be able to tell that you have completed the assigned readings and that you are able to discuss the reading’s main findings and the material covered in my lectures in a critical manner. On Canvas you can find rubrics for how I will be evaluating participation. There is one rubric for asynchronous participation through the online discussion boards and a second rubric for in-person and synchronous participation. However, you will notice, the same metrics will be used to evaluate either form of participation. Failure to either attend class or participate in the asynchronous discussion board will result in a 0 for the week. Overall, participation is one of the most important elements of this class, but I have designed the course such that everyone can determine the best way to participate according to their individual schedule.

Talking Points

To help facilitate class discussions, each week you will submit 1 talking point pertaining to the readings for that week. Talking points should be the most interesting questions, thoughts, arguments, or comments you have about the week's material. Talking points should not be restatements of discussions from previous weeks of class. They should be submitted in the form of a sentence or short paragraph. To receive credit for your talking points, you must submit them to **Canvas by 11:59 pm each Sunday night**. Please note you are submitting talking points for the readings that will be due, and which we will be discussing, in the upcoming week. For example, by January 22nd, you will submit talking points pertaining to the constitutional foundation of the American presidency and by September January 29th, you will submit talking points pertaining to presidential elections. Due to time constraints and the number of students in class, we will not cover all the talking points that have been submitted every week. However, submitting your talking points by the deadline, provided they are relatively fresh ideas not already addressed in discussions from previous weeks, is sufficient to receive credit, regardless of whether your talking points are used in class that week. Talking points will constitute 10% of your final grade and each of your talking points will be evaluated according to the following scale:

**0 points** = no talking point was submitted

**1 point** = talking point is unlikely to generate discussion because it is either off topic, a statement of fact, or an opinion/critique of a reading that is not fully explained or justified

**2 points** = talking point is likely to generate discussion

## In-class Activities/Homework

Throughout the semester, there will be several short (no more than 1-2 pages) in-class activities and homework assignments. The purpose of these assignments is for you to either prepare for an upcoming week of class or for you to reflect on content discussed in class. Collectively, this short assignment will constitute 15% of your final grade and specific assignments/activities will be explained as they arise throughout the semester.

**Grading Scale**

Analytical Research Papers 35%

Final Exam 20%

### Participation 20%

Talking Points 10%

In-class Activities/Homework 15%

| Percent Range | Letter Grade |
| --- | --- |
| 100-93 | A |
| 92-90 | A- |
| 89-87 | B+ |
| 86-83 | B |
| 82-80 | B- |
| 79-77 | C+ |
| 76-73 | C |
| 72-70 | C- |
| 69-67 | D+ |
| 66-63 | D |
| 62-60 | D- |
| 59 and below | F |

## **Course Calendar**

Below is the course calendar with assigned readings and the due dates of major assignments. Please note this schedule is subject to change.

**Monday, January 23rd: Class Introductions and The Constitutional Foundations of the American Presidency**

*Asynchronous: 1/24 - 1/30*

Readings:

* [Articles 1 & 2 of the US Constitution](https://www.archives.gov/founding-docs/constitution-transcript)
* Azari, Julia R., and Jennifer K. Smith. 2012. “Unwritten Rules: Informal Institutions in Established Democracies.” *Perspectives on Politics* 10(1): 37–55.
* Abdelfatah, Rund, and Ramtin Arablouei. 2020. “Presidential Power: Throughline.” <https://www.npr.org/2020/06/09/873495248/presidential-power> (December 30, 2020). (Podcast- listen or read the transcript)

**Monday, January 30th: Presidential Elections**

*Asynchronous: 1/31 - 2/6*

Readings:

* Swearingen, Colin. 2020. “Clearing the Field: How Do Presidential Primary Candidates Win Big on Super Tuesday?” *American Review of Politics* 37(2): 1–28.
* Dowdle, Andrew J., Randall E. Adkins, Karen Sebold, and Wayne P. Steger. 2021. “Fundamentals Matter: Forecasting the 2020 Democratic Presidential Nomination.” *PS: Political Science & Politics* 54(1): 41–46.
* Grossmann, Matt. 2020. “How Much Do Vice Presidential Running Mates Matter?” <https://www.niskanencenter.org/how-much-do-vice-presidential-running-mates-matter/>. (Podcast- listen or read the transcript)

**Monday, February 6th: The Electoral College**

*Asynchronous: 2/7 - 2/13*

Readings:

* Alexander, Robert M. 2019. *Representation and the Electoral College*. Oxford University Press. (Chapter 1: Introduction)
* Abdelfatah, Rund, and Ramtin Arablouei. 2020. “How The Electoral College Came To Choose The President Of The U.S.” *NPR*. <https://www.npr.org/2020/10/30/929609038/how-electoral-college-came-to-choose-the-president-of-the-u-s>. (Podcast- listen or read the transcript)
* Huang, Taofang, and Daron Shaw. 2009. “Beyond the Battlegrounds? Electoral College Strategies in the 2008 Presidential Election.” *Journal of Political Marketing* 8(4): 272–91.
* Stahl, Jeremy. 2020. “This Team Thinks They Can Fix the Electoral College by 2024.” *Slate Magazine*. <https://slate.com/news-and-politics/2020/12/electoral-college-trump-popular-vote-compact.html> (December 18, 2020).

**Monday, February 13th: Presidential Transitions**

*Asynchronous: 2/14 - 2/20*

Readings:

* Anestaki, Aikaterini, Meghna Sabharwal, Kenneth Connelly, and N. Joseph Cayer. 2019. “Race and Gender Representation in Presidential Appointments, SES, and GS Levels, During Clinton, Bush, and Obama Administrations.” *Administration & Society* 51(2): 197–228.
* Wise, Alana. 2021. “Biden Pledged Historic Cabinet Diversity. Here’s How His Nominees Stack Up.” *NPR.org*. <https://www.npr.org/sections/president-biden-takes-office/2021/02/05/963837953/biden-pledged-historic-cabinet-diversity-heres-how-his-nominees-stack-up> (February 15, 2021).
* Azari, J. R. 2013. “Institutional Change and the Presidential Mandate.” *Social Science History* 37(4): 483–514.
* Moore, Elena. 2020. “Biden’s First 100 Days: Here’s What To Expect.” *NPR.org*. <https://www.npr.org/2020/11/09/932190347/bidens-first-100-days-here-s-what-to-expect> (February 15, 2021).

**Monday, February 20th: The Institutional Presidency and the Bureaucracy**

*Asynchronous: 2/21 - 2/27*

Readings:

* Pfiffner, James. 2015. “Cabinet Secretaries versus the White House Staff.” *Brookings*. <https://www.brookings.edu/blog/fixgov/2015/03/24/cabinet-secretaries-versus-the-white-house-staff/> (December 29, 2020).
* Cohen, David B., Karen M. Hult, and Charles E. Walcott. 2016. “White House Evolution and Institutionalization: The Office of Chief of Staff since Reagan: Evolution of Office of Chief of Staff.” *Presidential Studies Quarterly* 46(1): 4–29.
* Lewis, David E. 2011. “Presidential Appointments and Personnel.” *Annual Review of Political Science* 14(1): 47–66.
* Haeder, Simon F., and Susan Webb Yackee. 2020. “A Look Under the Hood: Regulatory Policy Making and the Affordable Care Act.” *Journal of Health Politics, Policy and Law* 45(5): 771–86.

Assignments:

* Analytical Paper 1 (due: 2/20)

**Monday, February 27th: The President and Congress**

*Asynchronous: 2/28 - 3/6*

Readings:

* Cameron, Charles M. 2010. “The Presidential Veto.” In *The Oxford Handbook of the American Presidency*, eds. George C. Edwards and William G. Howell. Oxford University Press.
* Byers, Jason S., Jamie L. Carson, and Ryan D. Williamson. 2020. “Policymaking by the Executive: Examining the Fate of Presidential Agenda Items.” *Congress & the Presidency* 47(1): 1–31.
* Lee, Frances E. 2008. “Dividers, Not Uniters: Presidential Leadership and Senate Partisanship, 1981-2004.” *The Journal of Politics* 70(4): 914–28.

**Monday, March 6th: The President and the Courts**

*Asynchronous: 3/7 - 3/20 [Spring Break 3/13 – 3/17]*

Readings:

* McMillion, Barry J. 2022. “Supreme Court Appointment Process: President’s Selection of a Nominee.” *Congressional Research Service*: 1–29.
* Mejia, Elena, and Amelia Thomson-DeVeaux. 2023. “How Biden Could Appoint More Judges Than Trump.” *FiveThirtyEight*. <https://fivethirtyeight.com/features/how-biden-could-appoint-more-judges-than-trump/>.
* Lithwick, Dahlia. 2021. “Biden Borrowed the Federalist Society’s Tactics. Good.” *Slate*. <https://slate.com/news-and-politics/2021/03/biden-judges-nominations-federalist-society-tactics.html> (January 10, 2023).

**Monday, March 20th: Presidential Unilateral Action**

*Asynchronous: 3/21 - 3/27*

Readings:

* Howell, William G. 2005. “Introduction: Unilateral Powers: A Brief Overview.” *Presidential Studies Quarterly* 35(3): 417–39.
* Potter, Rachel Augustine, Andrew Rudalevige, Sharece Thrower, and Adam L. Warber. 2019. “Continuity Trumps Change: The First Year of Trump’s Administrative Presidency.” *PS: Political Science & Politics* 52(4): 613–19.
* Thrower, Sharece. 2017. “To Revoke or Not Revoke? The Political Determinants of Executive Order Longevity.” *American Journal of Political Science* 61(3): 642–56.
* Lempert, Richard. 2021. “Presidential Pardons: Settled Law, Unsettled Issues, and a Downside for Trump.” *Brookings*. <https://www.brookings.edu/blog/fixgov/2021/01/17/presidential-pardons-settled-law-unsettled-issues-and-a-downside-for-trump/> (January 10, 2023).

**Monday, March 27th: The President and the Media**

*Asynchronous: 3/28 – 4/3*

Readings:

* Eshbaugh-Soha, Matthew. 2016. “Going Public and Presidential Leadership.” *Oxford Research Encyclopedia of Politics*. <https://doi.org/10.1093/acrefore/9780190228637.013.57>.
* Christenson, Dino P., Sarah E. Kreps, and Douglas L. Kriner. 2021. “Contemporary Presidency: Going Public in an Era of Social Media: Tweets, Corrections, and Public Opinion.” *Presidential Studies Quarterly* 51(1): 151–65.
* Shogan, Colleen J. 2016. “The President’s State of the Union Address: Tradition, Function, and Policy Implications.” *Congressional Research Service*: 1–18.
* Russell, Annelise, and Rebecca Eissler. 2022. “Conditional Presidential Priorities: Audience-Driven Agenda Setting.” *American Politics Research* 50(4): 545–49.

**Monday, April 3rd: The President as Party Leader**

*Asynchronous: 4/4 - 4/10*

Readings:

* Azari, Julia R., and Seth Masket. 2022. “Obama’s Party? An Examination of Whether a Reluctant Party Leader Transformed the Democratic Party in His Favor.” *The Forum* 20(2): 257–74.
* Galvin, Daniel J. 2020. “Party Domination and Base Mobilization: Donald Trump and Republican Party Building in a Polarized Era.” *The Forum* 18(2): 135–68.
* Bimes, Terri, Casey B. K. Dominguez, and Dan Grushkevich. 2022. “Hyperpartisanship and the First Hundred Days.” *Congress & the Presidency*: 1–25.

**Monday, April 10th: Presidential Leadership and Domestic Policy**

*Asynchronous: 4/11 - 4/17*

Readings:

* Edwards III, George C. 2009. *The Strategic President: Persuasion and Opportunity in Presidential Leadership*. Princeton University Press. (Chapter 1: Power of Persuasion)
* Ciulla, Joanne B. 2010. “Being There: Why Leaders Should Not ‘Fiddle’ While Rome Burns.” *Presidential Studies Quarterly* 40(1): 38–56.
* Florentino, Dominick A., and Taylor N. Riccard. 2022. *The Executive Budget Process: An Overview*. Washington, D.C.: Congressional Research Service. <https://sgp.fas.org/crs/misc/R47019.pdf>.

**Monday, April 17th: Presidential Leadership and Foreign Policy**

*Asynchronous: 4/18 - 4/24*

Readings:

* Canes-Wrone, Brandice, William G. Howell, and David E. Lewis. 2008. “Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis.” *The Journal of Politics* 70(1): 1–16.
* Kreps, Sarah E. 2019. “Legality and Legitimacy in American Military Interventions.” *Presidential Studies Quarterly* 49(3): 551–80.
* Peake, Jeffrey S. 2018. “The Decline of Treaties? Obama, Trump, and the Politics of International Agreements.” <https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3153840>

**Monday, April 24th: Presidential Oversight**

*Asynchronous: 4/25 - 5/1*

Readings:

* Reynolds, Molly E, and Jackson Gode. 2021. *Divided Government, Disruptive President: Congressional Oversight of the Executive Branch in the 116th Congress*. Washington, D.C.: Brookings Institution. <https://www.brookings.edu/research/divided-government-disruptive-president-congressional-oversight-of-the-executive-branch-in-the-116th-congress/>.
* Lee, Frances E. 2013. “Presidents and Party Teams: The Politics of Debt Limits and Executive Oversight, 2001-2013.” *Presidential Studies Quarterly* 43(4): 775–91.
* Dearborn, John, and Jack Greenberg. 2019. “Impeachment and American Political Development.” *Institution for Social and Policy Studies*. <https://isps.yale.edu/news/blog/2019/10/impeachment-and-american-political-development>.

**Monday, May 1st: Evaluating Presidents and Presidential Legacies**

*Asynchronous: 5/2 - 5/6*

Readings:

* Kreitner, Richard. 2016. “What Time Is It? Here’s What the 2016 Election Tells Us About Obama, Trump, and What Comes Next.” *The Nation*. <https://www.thenation.com/article/archive/what-time-is-it-heres-what-the-2016-election-tells-us-about-obama-trump-and-what-comes-next/> (June 22, 2020).
* Linz, Juan J. 1990. “The Perils of Presidentialism.” *Journal of Democracy* 1(1): 51–69.
* Nichols, Curt. 2012. “The Presidential Ranking Game: Critical Review and Some New Discoveries.” *Presidential Studies Quarterly* 42(2): 275–99.
* “The Life of an Ex-President after Leaving Office.” 2017. *PBS NewsHour*. <https://www.pbs.org/newshour/show/life-ex-president-leaving-office> (December 28, 2020). (Video)

Assignments:

* Analytical Paper 2 (due: 5/1)

**Monday, May 8th: Final Exam 6pm**

*Asynchronous: Students will complete the exam online by May 10th*

Assignments:

* Final Exam
* Graduate project (due: 5/8)