Course Description: The president is often the focal point of American government, but many presidents have complained that they do not have the power to meet the expectations associated with the office. In this course, we will look at presidential power and the office of the presidency in the American political system. The first part of the course will focus on the sources of power and the pursuit of power, particularly how presidential power has developed beyond the initial foundations set forth in the Constitution. We will also look at the presidential campaign and election process and its impact on presidential power. In the second section of the course, we will look at the president's relationship to others in government. We will start with the rest of the executive branch and the resources it provides the president, and then we will examine the interaction between the president and Congress and the president's leadership in domestic policymaking. We will follow with the judicial branch and the constraints it imposes on presidential power. The final portion of the course looks at the exercise of presidential power in foreign policy. Throughout the course, we will look at how these theories and issues apply to recent presidencies.

Course Evaluation: Grades will be based on a combination of exams, a paper, and participation. All assignments must be completed to pass the course.

--Exams: There will be a midterm exam (15%) and a final exam (25%). The exams will be a combination of short answer and essay questions. All reading, lectures, and class discussions are fair game for exams.

--Literature Review and Research Paper (10 and 20%, respectively). More information is included on these assignments at the end of the syllabus.

--Current Events Analysis (10%): To encourage students to make connections between what they learn in class and the news and to improve their writing and critical thinking skills, students will choose a news article from the Washington Post or the New York Times from two different days during the week. For each article, they will write a single paragraph relating what we have recently learned about the presidency to the article. Students can discuss how the article illustrates something we’ve been learning or use what we’ve learned to explain what is going on in the article and why. The paragraph should not summarize the article. (And no, you may not write more than one paragraph on an article.) The paragraph (typically 4-8 sentences) should be well constructed—with a topic sentence that explains the main point and supporting sentences that provide evidence or reasoning to support or further explain that point. Provide a full citation for the article at the end of each paragraph. Analyses should be emailed to the professor prior to class each Friday (begin Jan. 18). She will save them and grade them at several randomly determined points during the term.

--Participation: 20 percent of the grade will be based on class participation and current events discussions. Students will have ample opportunity to participate in class discussions. To be able to participate effectively, students should complete the reading by the date listed on the syllabus and read relevant articles in the New York Times or Washington Post daily. Discussion questions will be suggested at the end of each class to provide students with some focus for the next day’s readings. However, discussion will not be limited to these questions. My 2011 Presidency class said that if I wanted students to do the reading, I had to give quizzes, so… unannounced quizzes will be given from time to time to insure students are doing the reading. These will be graded as (+, check, -, or 0) and will be incorporated into the participation grade (a rubric for these grades and their impact on the participation grade can be found on Moodle). Students are encouraged to comment on the readings or class lectures by talking to the professor outside of class or by e-mailing her. Merely showing up to class everyday without engaging in some of these others forms of participation will result in at best a C+ on participation.

Attendance will be taken. More than one unexcused absence will begin to affect participation grades. Five unexcused absences will result in a 50 on participation, and for each additional unexcused absence, ten points will be deducted from the participation grade. Generally, an absence is excused if the
student has a note from the infirmary or a doctor or if the student is representing the University in some capacity. Students who know that they are going to be absent when assignments are due are expected to turn in papers or take exams in advance. In the case of unexpected absences due to illness, students are expected to make up the work they missed.

**Grading scale:** Plus grades end in 8 or 9 (88-89 = B+). Minus grades end in zero or 1 (90-91 = A-).

**Academic Dishonesty:** Plagiarism or any other form of academic dishonesty will not be tolerated in this class. If it occurs, it will result in a penalty ranging from a reduction of one-letter grade to a zero on the assignment or failure in the course, depending on the severity. If students are unsure what constitutes academic dishonesty or plagiarism, they should talk to the professor.

**Electronic devices in class:** Cell phones or other PDA’s should be turned off as soon as students walk in the classroom. Use the time before class to get to know your classmates. If the professor hears a phone in class or sees a student using it for any reason after class begins, she will deduct 5 points from the student’s participation grade. If it happens a second time, the student will receive an F for participation. During exams, students should put their cell phones or PDA’s in their book bag or purse or leave them at the front of the room with the professor. If the professor sees a cell phone or PDA in the student’s hand once the exam begins (regardless of the reason), the student will fail the exam. Laptops may be used for taking notes, but all other applications (e-mail, internet, etc.) should be closed (not merely minimized). If the professor finds a student using the laptop for any reason other than taking notes, the student will lose 5 points from their participation grade and will no longer be allowed to use the laptop in class.

**A nod to sustainability:** While all assignments other than current events analyses should be turned in as a hard copy, students are encouraged to print on both sides of the paper.

**Books:** The following books are required and are available from the Furman bookstore.

Lori Cox Han, ed. *New Directions in the American Presidency*. Routledge.

**Course Schedule and Reading Assignments:**

**Section I—The Sources and Pursuit of Power**

Jan. 7—Introduction
Jan. 9—Studying the Presidency

**Readings:** Han Chapt. 1; discuss research paper.

**I. Historical Development of the office and its powers.**

A. The Founding—the debate over the executive.

**Readings:** Jan. 11—Nelson 1-3
Jan. 14-16—Nelson 5-6, 41

B. Historical Developments (prerogative power and contributions from past presidents).

**Readings:** Jan. 18 Nelson 4, 8-10, 13-14
**Literature review topic due** (e-mail to professor)
Jan. 21—MLK Holiday, no class.
Jan. 23—Nelson 24, 30, 52; Han Chapt. 2

Jan. 25—Current Events Discussion

**II. Informal Sources of Presidential Power.**

A. Power to Persuade

**Readings:** Jan. 28– Neustadt (available on Moodle); Nelson 20

B. Going Public

**Readings:** Jan. 30– Kernell, Chapt. 1-2 (available on Moodle); Nelson 15, 34, 43
Feb. 1—Han Chapt. 4-5

Feb. 4—Literature Review due; email research question to professor.
C. Opinion Leadership
   Readings: Feb. 6—Edwards Introduction-Chapt. 2
             Feb. 8—Edwards Chapt. 3; Nelson 33, 44

III. Running for office and the implications for power in office.
A. The processes and politics
   Readings: Feb. 11—Nelson 37; Han Chapt. 3
B. Translating Campaigning into governing—
   Readings: Feb. 13—Nelson 54, Obama election night speech; 2013 inaugural address (Moodle)
Feb. 15—Current Events Discussion

Feb. 18—Midterm Exam

Section II– Constraints on Power: The Presidency in a Separated System

IV. Governing: Working with others.
A. Executive Branch.
   Readings: Feb. 20—Han Chapt. 8; Nelson 19, 28
             Feb. 22-25—Han Chapt. 9

B. Working with, against, and around Congress.
   Readings: Feb. 27—Han Chapt. 6; Nelson 38, 46
             Mar. 1—Nelson 18, 22, 39, 48
Mar. 2-10—Spring Break (Please avoid collective stupidity)

C. Domestic Policymaking
   1. Agenda Setting
      Readings: Mar. 11—Cohen Introduction-Chapt. 4
                Mar. 13-15—Cohen Chapt. 5-8
   2. Legislative Leadership
      Readings: Mar. 18-20—Edwards Chapt. 5-7
      Mar. 22—Current Events Discussion
   3. Policymaking
      Readings: Mar. 25-27—Han Chapt. 10
      Mar. 29-Apr. 1—Easter Break

D. The Judicial Branch.
   1. Influence on the courts and enforcing court decisions.
      Readings: Apr. 3—Han Chapt. 7
   2. When the court curtails the president's power.
      Readings: Apr. 5-8—Nelson 17, 23, 25, 29, 40, 45, 47
      Apr. 10—Current Events Discussion
      Apr. 11—No class. Work on research papers.
      Apr. 12—Furman Engaged!

Apr. 15—Research papers due by beginning of class.

Section III– Exercising Presidential Power

V. Foreign Policy
   Readings: Apr. 17—Han Chapt. 11; Nelson 26, 32, 35-36, 51, 53
             Apr. 19—Nelson 31, 50

Apr. 22—Wrap up.

Tues. April 30—Final Exam, 3:30-6:00 p.m.
Research Paper and Literature Review Assignments

Topic: Students should choose a research question about the modern presidency (since 1932) that they would like to answer. A research question is by definition specific, focused, problematic (the conclusion is not foregone), and significant (there is a reason we want to know the answer to it). The question should be a how or why question that requires you to analyze, not just describe, something. Questions can focus on a single president and incident or tackle a broader issue about the presidency that requires you to look at several administrations. If you choose to focus on one particular president or event, it must be something that has taken place since 1968. You may not choose topics related to campaigns or elections, First Ladies, or Vice Presidents. Be sure your research question can be answered based on evidence and is not just a matter of opinion.

The purpose of this project is not to regurgitate what has already been written on the presidency; your paper should add to the scholarly conversation on the presidency. One way to do that is to apply the concepts discussed in class and in political science literature concerning the presidency to new events or situations involving presidents. Or you might address questions that have not been discussed in existing research. The paper should not merely present a chronological account of an event or presidential action. The paper must be analytical, making an argument that answers the question and supports it. You may use accounts of events to provide evidence to support a point, but a retelling of history alone will not satisfy the assignment.

By Jan. 18 students should submit via e-mail a broad research area they want to focus on. It can be as broad as the president and foreign policy or how does the president deal with Congress in divided government. In addition, students should include citations for at least 3 scholarly books or journal articles (other than those assigned for class) related to their topic that can serve as a starting point for the literature review. Students may discuss potential topics with the professor at any time. Failure to submit an acceptable topic on time will result in a 5-point deduction from the research paper grade. The specific research question for the research paper should be included at the end of the literature review and also emailed to the professor by Feb. 4.

Literature Review

To help move from the broad topic to a more specific research question, students will write a 5-6 page literature review on their broad topic. The literature review will answer what we already know about this topic. A literature review is a synthesis of existing scholarly research on the subject or topics related to one’s research question. It does not merely summarize other studies. Instead, it discusses the theories, themes, collective findings, discrepancies, and gaps in the current research. It provides a foundation and theory for your own research and places your research in the context of what we already know about the subject. For samples of literature reviews, look at articles in scholarly journals (see for example, the Journal of Politics or the American Journal of Political Science); most of them include a literature review early in the article. I will also put the book Preparing Literature Reviews on reserve in the Library; it includes practical advice on how to write a lit review and several sample literature reviews.

By scholarly research, I mean peer-reviewed books and scholarly journal articles that report research, not commentary or journalistic accounts of events or memoirs. Thus, most of your sources for the literature review will not be found on websites or through Google, though some scholarly journals are available online. You should not include information from newspapers or magazines for the literature review, though these may be appropriate for the research paper. Please note that CQ Weekly and The National Journal are not scholarly journals. The library’s “Catalog” is useful for locating books, and Academic Search Premier and JSTOR can locate scholarly journal articles.

The literature review should be cited properly with parenthetical citations in the text where appropriate and a bibliography. For citations and references, use the format in the Citation Guidelines on Moodle. Do not use footnotes or endnotes for citations. The paper should be 5-6 pages double-spaced (not including the references). Please number pages. The literature review should help you to refine your research question, and a revised version of it will become part of your research paper. Please turn in your specific research question with your literature review.

The literature review is due Feb. 4 at the beginning of class. Late papers will be penalized 10 points per day. You can find a grading rubric on Moodle.
Research Paper
The paper will answer the specific research question you have proposed. It should be modeled after a scholarly journal article (yes, this means you should read a scholarly journal article before you start) and include the following:

1. Introduction of research question. It should be clear no later than p. 2.
2. Review of the scholarly literature relevant to the topic. This will most likely be a revised version of the literature review you turned in earlier.
3. Expectations of what you will find based on existing literature.
4. Your analysis or findings and the evidence that supports them.
5. Conclusions including implications of your research and its broader significance for the study of the presidency.

Sources: Students should consult a variety of sources for the paper. In addition to the sources used in your literature review, other sources that might be of use include Congressional Quarterly Weekly Report, government documents (see the White House website for a variety of presidential documents), or statistics or data from other sources such as Gallup polls. You may also use newspaper and magazine articles. You may use internet sources but be careful with them; not all of them are authoritative or even credible.

Students are also encouraged to conduct original research for their papers if appropriate to the topic. For example, if you chose to examine media coverage of the president, you might do your own content analysis of newspaper or television coverage. Or you might analyze or compare presidential speeches on a particular topic. You could do your own analysis of press releases or press briefings, which are available online.

Guidelines: The paper should be at least 12 pages double-spaced and no more than 15 (I will not be flexible about this), using 12 point font and standard margins (see me if you have a question about this). Pages should be numbered. All papers should be properly cited with parenthetical documentation in the text where appropriate and a bibliography (this does not count toward the minimum or maximum page length). For citations and bibliography, use the format in the “Citation Guidelines” under the Research Paper assignment on Moodle. Please note that for internet sources, the internet address alone is not sufficient. Papers should be stapled or paper clipped; no folders, please. Failing to do any of these things will reduce your grade.

Direct quotes and information paraphrased from sources should also be documented within the paper in parenthetical citations, and quotation marks should be used for direct quotes. Failing to do this is plagiarism, and it will result in a penalty ranging from a reduction of one letter grade to a zero, depending on the severity. Copying the work of other students is also not acceptable and will result in a similar penalty.

Papers must be carefully researched, present a clear and consistent argument, and be well-written and properly referenced. Papers will be graded on both content and style. Therefore, you should pay as much attention to proper grammar and careful organization of the paper as you do to the research. And remember that spell check on the computer is not fool-proof. Proofread your papers carefully. A grading rubric is available on Moodle.

You may talk to me at any time about your papers and your research. I am also willing to look over outlines for your papers and offer suggestions.

Papers are due by the beginning of class April 15. Ten points will be deducted for each day that papers are late.