

BRIGHAM YOUNG UNIVERSITY

Political Science 314

B. Daynes

U. S. Presidency

Winter, 2008

Class : MW 12:00-1:15

Room: 3710 HBLL

Office hour: Mon. 10:00

Office: 740 SWKT

NOTE: For this course it is presumed that you have had the PS 110 American National Government, or a complementary course.

OBJECTIVES OF THE COURSE:

Objective #1: TO BECOME FAMILIAR WITH THE MAJOR RESEARCH APPROACHES TO THE STUDY OF THE AMERICAN PRESIDENCY AND THE INTELLECTUAL HISTORY OF THE AMERICAN PRESIDENCY:

Objective #1 will be developed through exposure to the major approaches to the student of the presidency, and in becoming familiar with the intellectual history evident in the literature. One of the approaches you will use is to be developed in the assigned research paper specified in the third objective.

Objective #2: TO GAIN A THOROUGH UNDERSTANDING OF THE ROLE OF THE AMERICAN PRESIDENT IN THE POLITICAL SYSTEM:

Objective #2 will be developed through reading and discussing the roles and functions of the presidency. Included in this exploration will be material from case studies, historical documents, Supreme Court cases, and journal articles, focusing on various aspects of the field. Students are expected to show a comprehensive knowledge of the readings and discussions on two examinations and several formal discussions.

Objective #3: TO FOCUS ON ONE AMERICAN PRESIDENT USING THE SIX RESEARCH QUESTIONS THAT SERVE AS A FOCUS OF ANALYSIS IN THE TATALOVICH\ENGEMAN BOOK.

Objective #3: will be developed through writing a 10-12 page, double spaced paper – exclusive of endnotes-- which treats the questions found in the Tatalovich\Engeman book concerning the president of your choice.

The six questions that will guide your research are as follows:

1. Does presidential power derive from the prerogatives of office or from the incumbent?
2. Does influence depend upon the force of personality, rhetorical leadership, or partisanship?
3. Does presidential leadership depend upon historical context, or is regime-building manifested through political, institutional, and constitutional developments?
4. Does presidential leadership vary between domestic and foreign affairs?
5. Does the president actively or passively engage the legislative process and promote a policy agenda?
6. Does the organization of the executive branch service presidential leadership?

COURSE REQUIREMENTS:

1) 20% of your grade will be based on:

-a midterm examination which will include material from the readings, discussions, and lectures covered during this time. It is scheduled to be given about October 8.

2) 30% of your grade will be based on:

-a comprehensive final examination which will assess your integrative knowledge of the readings, discussions, and lectures. It is scheduled from 2:30-5:30 on 17 December 2008. Please do not schedule anything that would interfere with the University schedule.

3) 30% of your grade will be based on:

-A 10-12 page (double-spaced) paper based on a president you have selected, analyzing your president's position in the political system based on the six research questions listed in the Tatalovich and Engeman book. Given the six questions you can organize your paper into three sections: 1) Presidential power—where you will deal with question #1; 2) Presidential Influence—where you will deal with question #2; and 3) Presidential Leadership—where you will deal with questions #3 through #6.

The first thing you need to do is submit a list of eight possible presidents of your choice, in order of preference, to the instructor by September 24th.

The presidents you choose should be those where research material could most easily be found in our library. If you select an earlier president, any of the first six presidents, or those most visible during the earlier period such as Jackson, Lincoln, or Polk, Theodore Roosevelt or Wilson would be better than Franklin Pierce or Zachary Taylor. The same guideline would hold for selection of the twentieth century presidents. From this list, one

president will be assigned to you by the instructor. My guideline will be to cover as many presidents as we can, so if you select one that few others do, you probably will be assigned that president.

Now what format should you use and how will you begin? ¹

1. To begin with your paper must be fully documented with footnotes, endnotes or in-text notes.
2. To write this paper, use outside research material² which should include primary sources such as presidential papers, government reports, presidential speech and can also include secondary sources from reputable scholars. Primary data is usually to be preferred over secondary data, but high quality secondary sources and conclusions drawn from secondary sources may guide one to primary data and allowing you to draw your own conclusions.
3. The format should follow one of the standardize formats, viz., Turabian's, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th edition; or *The Chicago Manual of Style*, 15th edition.
4. The font for the paper should be no larger than "12." In Times New Roman.
5. Please do not use *Wikipedia* as a source.
6. Give a source for every quotation; or every thought that is not your own.
7. Make sure you have no spelling, typographical or grammatical errors in the paper.
8. First construct a thesis statement that you will keep in mind throughout the paper. It can be more than one sentence. In the thesis statement your conclusions should be suggested as well as giving the reader guidelines to your main arguments. It can be put in the form of an *If this, then that* format, or a *Given this, then that* format, or it may be in the form of an *analytical question or statement*.
7. Present your ideas as clearly as possible. Cut out unnecessary words, and seek to use the "best word" regardless of its length or complexity.
8. 10. Avoid colloquial expressions, trite phrases and inflated jargon.
9. Avoid excessive use of lengthy quotations.

¹ This abbreviated listing of guidelines was inspired by a more complete listing first put together by Prof. Ray Christensen in our Department.

² Outside material would include sources that we are not using in class.

10. Tightly organize your paper, and avoid padding it.

Papers will be due not later than **March 18** to be handed in during the class that day.

4) 10% of your grade will be based on:

Regular group reading assignments will be made based on our reading load in the class. Groups will read the assignments and come prepared to lead a discussion based on the reading for a portion of the class. A group grade will be given for your efforts over the semester. The reading group will be the same as your discussion group for our four formal discussions. After you meet with your group, please hand me a group name that you have agreed on so that I don't have to constantly use NUMBERS!

5) 10% of your grade will be based on:

We will also hold four formal discussions during the term. You will be assigned a group and everyone must participate in at least three of the group discussions. If sickness or official absences prevent you from participating in at least three of the discussions, then you may write a two page paper responding to the question that you missed. A general topic for discussion is listed on the reading list. Discussions will attempt to generate information, develop ideas, evaluate alternatives, or a combination of all of these. Students will be allowed to bring books, notes any supplementary material to the discussion sessions.

Each student will need to purchase several plastic transparencies for overhead projection to use during the discussion days. In addition students should also have at least one non-permanent colored overhead transparency pen, and a wet paper towel or cloth to erase unwanted marks on the plastic. One person each time will be selected by the group to act as a scribe to write an extensive outline of the nature of the discussion and conclusions the group comes to. This will be handed in after each discussion in the Group's envelope. One or two groups each time will be selected to share their findings with the rest of the class.

GRADING POLICY:

I repeat here the segment on what grades mean from the BYU Bulletin: Undergraduate Catalogue, p. 25:

The grade given in a course is the teacher's evaluation of the student's performance, achievement, and understanding in that subject as covered in the class. The following adjectives indicated the meaning of the letter grade:

- A Excellent
- B Good
- C Satisfactory
- D Minimum passing
- E Unacceptable

Hence, the grade **A** means that; a student's performance, achievement, and understanding were excellent in the portion of the subject covered in the class.

There are prerequisites that qualify students to be admitted to the more advanced classes offered by a department. A senior has added experience, understanding, and preparation and, consequently, progresses in courses that would have been impossible when the student was a freshman. The level of performance, achievement and understanding required to qualify for each grade that carries credit... is higher in a more advanced class than in those classes that precede it, and the student is prepared to work at this higher level.

The instructor will follow the University's guidelines.

STATEMENT REGARDING PLAGIARISM AND SEX DISCRIMINATION³

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of **cheating on exams** or **plagiarizing on papers**. Brigham Young University does not tolerate plagiarism. When a student uses a purchased research paper, the work of another, the ideas or words of another, or portions therefrom, and represents this as his or her own work without giving proper credit, then that student has plagiarized the source. Any student who . . . plagiarizes the work of another [or cheats on any exam or assignment] risks a failing grade on the particular assignment, a failing grade in the class, and appearance before the Honor Code Council. You may want to see <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism.

Title IX of the Education Amendments of 1972 prohibits **sex discrimination** against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you

³ Portions of this statement were developed by our former Dean, Clayne Pope, of the College of Family, Home and Social Science.

encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any **disability** which may impair your ability to complete this course successfully, please contact the University Accessibility Center (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 422-5895, D-282 ASB.

REQUIRED SOURCES:

- .Nelson, Michael, ed., *The Evolving Presidency*, 3rd ed. (CQ Press, 2008). ISBN 978-0-87289-608-6 [Note: on the syllabus this book will be designated as “Evolving Pres.”]
- .Ellis, Richard J. and Michael Nelson, *Debating the Presidency* (CQ Press, 2006) ISBN 1-56802-914-4 [Note: on the syllabus this book will be designated as “Debating Pres.”]
- .Daynes, Byron W.. and Glen Sussman, *The American Presidency and the Social Agenda* (Prentice-Hall, 2001) ISBN 0-13-082632-4 [Note: on the syllabus this book will be designated as “Daynes and Sussman”]
- .Genovese, Michael A., *Memo to a New President* (Oxford University Press, 2008). ISBN 978-0-19-533245-2 [Note: on the syllabus this book will be designated as “Memo”]
- .Tatalovich, Raymond, and Thomas S. Engeman, *The Presidency and Political Science* (Johns Hopkins, 2003) ISBN 0-8018-7322-3 [Note: on the syllabus this book will be designated as “Tatalovich and Engeman”]
- .Packet excerpts from Robert Hirschfield, *The Power of the Presidency* (Aldine, 1982—now out of print)—to be purchased at the bookstore. [Note: on the syllabus this book will be designated as “Packet”]

NOTE: It is **strongly recommended** that you follow developments attending the presidency in one of several newspapers that might include *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, or other national newspapers like the

*Los Angeles Times, Chicago Tribune or Wall Street Journal.*⁴ You may do this on the web, but you need to keep current.

COURSE OUTLINE:⁵

I. Introduction: (Sept. 3)

-no readings

II. Approaches and concerns regarding the study of the Presidency: (Sept. 8)

Required Readings:

.Daynes and Sussman, chapter 1

.Tatalovich and Engeman, Introduction

—note here an explanation of the six basic questions that will guide your research

III. The Pre-Constitutional Period and Constitutional Convention: Issues, Concerns, and Decisions

(Sept. 10, 15)

Required Readings: *Groups 1 and 2 will lead the class discussion*

.Tatalovich and Engeman, chapters 1 and 2 [Group 1]

.Evolving Pres., readings 1-3, 4 [Group 2]

* FORMAL DISCUSSION #1: (Sept. 17)⁶

[This discussion will focus on the importance of the Founding to our understanding of the presidency]

⁴ My primary concern regarding the *Wall Street Journal* is its limited coverage of national and Washington news. One of the other papers would be better, I would think.

⁵ The following schedule with its dates and topics is subject to change in the event of extenuating circumstances. We will do our best to stay with the schedule that is spelled out in the syllabus. Several things may make us adapt to different dates, however. We may fall behind given the interest in particular topics. Just keep in mind that you will not be tested on that which we do not cover in class. Moreover, we will be having a guest lecturer in October, Professor David Adler from Idaho State who will visit with us. He is an outstanding presidential scholar that should be of interest to you

⁶ You may bring any books or notes with you to the discussion as well as overhead plastics and erasable pen to write with.

.Debating Pres., chapter 1

IV. The Electoral Process: Recruiting, Nominating, and Electing a President:
(Sept. 22)

Required Readings: *Group 3 will lead the discussion*

- .Evolving Pres, Readings 8-9, 49.
- .Tatalovich and Engeman, chapter 3
- .Memo, chapter 10.

*FORMAL DISCUSSION #2: (Sept. 24)

.[Discussion will focus on the nature of the electoral system]

.Debating Pres., chapters 2-3

V. Presidents on the Presidency: Who have they been? What traits are necessary for being president?

(Sept. 29, Oct. 1, and Oct. 6)

Required Reading: *Group 4, 5, 6, 7 and 8 will lead the class discussion*

- .Packet readings—all of them [Group 4 and 5]
- .Memo, chapters 1-4, 7, 9, 13 and 15. [Group 6]
- .Evolving Pres., reading 14, 20, and 43. [Group 7]
- .Tatalovich and Engeman, chapters 4-6. [Group 8]

MIDTERM EXAM: (Oct. 8)

VI. The President as Opinion\Party Leader: including public communication and political parties:

(Oct. 13, 15)

Required Reading: *Groups 1 and 2 will lead the class discussion*

- .Daynes and Sussman, chapter. 2
- .Debating Pres., chapter 5 [Group 1]

.Memo, chapters 14, 18, 23, and 24. [Group 2]

VII. The President as Legislative Leader: The Presidents relations with The Congress:
(Oct. 20, 22)

Required Readings: *Group 3, 4 and 5 will lead the discussion*

- .Daynes and Sussman, chapter 3
- .Memo, chapter 17, and 21 [Group 3]
- .Evolving Pres., reading 13—the veto [Group 4]
 - reading 47—the line item veto [Group 4]
 - reading 22—investigation [Group 4]
 - readings 18, 39, and 48—impeachment [Group 5]
- .Debating Pres., chapter 4. [Group 5]

*FORMAL DISCUSSION #3: (Oct. 27)

[Discussion will be based on this case and the president's relationship to the Congress]

Immigration and Naturalization Service v. Chadha (1983).
Evolving Pres., reading 44.
Debating Pres., chapter 9

VIII.. The Presidency As Chief Executive: The President staffing and the Bureaucracy:
(Oct. 29, Nov. 3)

Required readings: *Groups 6 and 7 will lead the discussion*

- Daynes and Sussman, chapter 4
- .Memo, chapters 16, and 20. (Group 6)
- Myers v. U. S.* (1926). (Group 7)

Evolving Pres., reading 23

Humphrey's Executor v. U.S. (1935) (Group 7)
Evolving Pres., readings 25, 28 and 33

IX. The President and the Courts
(Nov. 5, 10, 12)

Required Readings: *Groups 8, Group 1 and 1 will lead the discussion*

Evolving Pres., readings 17, and 27. (Group 8)
Debating, chapter 8 (Group 8)
Memo, chapter 22 (Group 8)
*Lecture by Peter Irons on “Court Packing”—on DVD

Youngstown Sheet and Tube v. Sawyer (1952) (Group 1)
Evolving Pres., reading 29

U.S. v. Nixon (1974) (Group 1)
Evolving Pres, reading 40

Bush v. Gore (2000)⁷ (Group 1)

X. The President as Chief Diplomat: The President’s relation to other nations:
(Nov. 17, 19)

Required Readings: *Group 2 and Group 3 will lead the discussion:*

.Daynes and Sussman, chapter 5
.Evolving Pres, readings 6, 10 and 21 (Group 2)

The Prize cases (1863)⁸ (Group 3)

⁷All case excerpts will be found on reserve in various casebooks. The original case can also be read in *U.S. Reports* or on the web at these addresses: www.supremecourtus.gov; or at www.findlaw.com/casecode/supreme2.html;

U.S. v. Curtiss-Wright (1936) (Group 3)
Evolving Pres., readings 26 and 36

XI. The President as Commander-in-Chief: The President in times of Crisis:
(Nov. 24; Dec. 1)

Required Readings: *Groups 4 and 5 will lead the discussion*

Debating, chapter 7 (Group 4)

Ex parte Milligan (1866) (Group 5)
Evolving Pres., readings 17, 35, and 38

Korematsu v. U.S. (1944)⁹
*Lecture by Peter Irons concern Japanese Americans and this case-
-DVD

XII. The Present and Future President and presidency
(Dec. 3)

Required Readings: *Groups 6, 7, and 8 will lead the discussions*

Daynes and Sussman, chapter 6
Tatalovich and Engeman, chapters 8-10, and conclusion (Group 6)
Evolving Pres., readings 52, and 53. (Group 7)
Memo, chapters 11, 25-28. (Group 8)

DISCUSSION #4: (Dec. 8)
(This discussion will look to the future of the American presidency)

Debating, chapter 12.
Memo, chapters 5, 29-32

XIII. Last Day Special
(Dec. 10)

XIV. Final
(17 December) 2:30-5:30

⁸ See footnote #7.

⁹ See footnote #7.
