NOTE: For this course it is presumed that you have had the PS 110 American National Government, or an equivalent basic American history or government 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:

This objective will be developed through exposure to the major research approaches to the study of the American presidency, and become 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 Included in this exploration will be material from selected books, case studies, historical documents, Supreme Court cases, and journal articles, focusing on various aspects of the field.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 midterm examinations and a final exam as well as a term paper.
Objective #3: TO FOCUS ON ONE AMERICAN PRESIDENT USING THE FOLLOWING FIVE RESEARCH QUESTIONS:¹

This objective will be developed through the writing of a 10-12 page, double-spaced paper—with source notes in addition to the 12 pages of text-- which treats the following questions concerning the president of your choice:

1. Does presidential power derive from the prerogatives of the office or from the incumbent?
2. Does the president’s influence depend upon the force of personality, rhetorical leadership, or partisanship?
3. Does presidential leadership depend upon historical context, or is it manifested through political, institutional, or constitutional developments?
4. Does presidential leadership vary between domestic and foreign affairs?
5. Does the organization of the executive branch service presidential leadership?

Objective #4: Because this is an election year, I want us all to meet on three scheduled evenings to watch two of the three presidential debates [Wednesday, October 3 and Monday, October 22] and the one VP debate on Thursday, October 11. I will cancel three classes that would be regularly scheduled near these dates.

There will be questions passed out for you to provide answers for based on the broadcast. These will be handed into the instructor after the debate.

If there are some of you who work during these hours or have a legitimate reason for missing the debate, you will be asked to write a 5 page paper for each of the debates you miss, or show evidence that you have been able to watch the debate at some other time—if, in fact, the network replays the debates.

COURSE REQUIREMENTS

10% of your grade will be based on

-your attendance at the three debates and in filling out the questionnaire given you. These will be handed in to the instructor immediately after the debate is over.

¹ These questions are based on The Packet Excerpts from The Presidency and Political Science.
1) **20% of your grade will be based on:**

- Two midterm examinations—worth 10% each—one of which will be given September 25th and the other to be given November 6th which will include material from the readings, discussions, and lectures covered during this time.

2) **20% 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 PM until 5:30 PM on December 12, 2011. 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 the president you have selected, analyzing your president’s position in the political system based on the five research questions listed above. In this assignment you will pursue presidential power, influence and leadership. It will be written in stages with the first draft due to the instructor by October 25th, and the final draft due on not later than November 27th.

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 19th.

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 or twenty-first 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. To begin with your paper must be fully documented with footnotes, endnotes or in-text notes.

2. To write this paper, use outside research material which should include primary sources such as presidential papers, government reports, presidential speech and can also include secondary sources from reputable scholars. Primary

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

3 Outside material would include sources that we are not using in class.
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 or 16th 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. Please number the pages and put the paper together with a staple.

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.

9. Present your ideas as clearly as possible. Cut out unnecessary words, and seek to use the “best word” regardless of its length or complexity.

10. Avoid colloquial expressions, trite phrases and inflated jargon.

11. Avoid excessive use of lengthy quotations.

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

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

The amount of reading you do for the course. Completing at least 90% of the reading will give you an A for this part of the course; completing between 80-89% of the reading will give you a B for this part of the course; and completing between 70-79% of the reading will give you a C for this segment of the reading. Any less, you can figure it out.

Each class period I will hand out a roll that you will check as to whether you completed all of the assigned reading for the session. It will be on this roll that the percentages will be figured out.

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 assignment, and come prepared to go over the reading with the class and lead a discussion based on the reading. 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.

**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.

**A Word on Plagiarism, sexual discrimination, and those with disabilities:**

**STATEMENT REGARDING PLAGIARISM:**

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; as well as deal with the stress and strain of college life without resorting to cheating. General information about the honor code can be found at [honorcode.byu.edu](http://honorcode.byu.edu). Details about Academic Honesty are found in detail at [http://honorcode.byu.edu/content/academic-honesty-details](http://honorcode.byu.edu/content/academic-honesty-details).
Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

**Academic Honesty Details--- from the Honor Code Office:**

- **Direct Plagiarism:** The verbatim copying of an original source without acknowledging the source.
- **Paraphrased Plagiarism:** The paraphrasing, without acknowledgment, of ideas from another that the reader might mistake for your own.
- **Plagiarism Mosaic:** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- **Insufficient Acknowledgment:** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Other Academic Misconduct---from the Honor Code Office**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

- Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
- Planning with another to commit any act of academic dishonesty.
- Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such purpose.
- Changing or altering grades or other official educational records.
• Obtaining or providing to another an unadministered test or answers to an unadministered test.
• Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
• Continuing work on an examination or assignment after the allocated time has elapsed.
• Submitting the same work for more than one class without disclosure and approval

STATEMENT REGARDING SEX DISCRIMINATION:

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

STATEMENT REGARDING DISABILITIES:

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 Services for Students with Disabilities Office (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 Employment Office at 422-5895, D-282 ASB.

REQUIRED SOURCES:


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 from “Power of the Presidency”]

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*.  

COURSE OUTLINE:  

I. **Introduction:**  
   (August 27)
   
   Assign reading groups and let them meet together.  
   Discussion after the introduction will be taken from Paradoxes, chapter 1.

II. **Approaches and concerns regarding the study 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.
(Sept. 4 and 6)

Required Readings:

*White House Politics, Introduction [group 1]*
*Packet from Pres and Pol. Sci., Introduction., pp. 2-8 [group 2]*
*video: “Every Four Years—part 1”*

**III. The Pre-Constitutional Period and Constitutional Convention: Issues, Concerns, and Decisions**
(Sept. 11, 13, and 18)

Required Readings

*Declaration of Independence @

*Articles of Confederation @
[http://www.usconstitution.net/articles.html](http://www.usconstitution.net/articles.html) Daynes*

*U.S. Constitution @
[http://www.usconstitution.net/const.html](http://www.usconstitution.net/const.html) Daynes*

*Evolving, readings 1-3, 4 [group 3]*
*Debating, chapter 1 [group 4]*

**IV. The Electoral Process: Recruiting, Nominating, and Electing a President:**
( Sept. 18 and 20)

Required Readings:

*Packet from: Pres. and Pol. Sci. , pp. 48-51, 57-61. [group 5]*
*Evolving, readings 8-9. [group 6]*
*Memo, chapter 10. [group 1]*
*Debating, chapters 2-3 [group 2]*

*Packet from : Power of the Presidency: Daynes*

Jackson, pp. 66-68;
Lincoln, pp. 80-84.
V. **Midterm exam #1:**  (September 25) -- in this room.

VI. **Presidents on the Presidency:** Who have they been? What traits are necessary for being president?
(Sept. 27, Oct. 2)

**Required Reading:**

. Memo, chapters 1-4, 7, 9, 13 and 15. [group 3]
. Evolving, readings 14, 20, and 44. [group 4]
. Packet from: Pres. and Pol. Sci., pp. 70-75; 77-82; 89-92; 113-126 [group 5]

. Packet from: Power of the Presidency: Daynes

Eisenhower, pp. 120-125
JFK, pp. 130-135;
LBJ, pp. 149-152;
Nixon, pp. 162-182
Carter, pp. 187-199
Reagan, pp. 206-222.

VII. **Meet for the first presidential debate:** Wed. night, October 3.

VIII. **The President as Opinion/Party Leader:** including public communication and political parties:
(Oct. 9)

**Required Reading:**

. Debating, chapter 5 [group 6]
. Memo, chapters 14, 18, 23, and 24. [group 1]

IX. **Meet for the VP debate:** (Oct. 11)

X. **Meet for the last presidential debate:**  (Oct. 22)
XI. The President as Legislative Leader: The Presidents’ relations with The Congress:  
(Oct. 25 and Oct. 29)

*First draft of your research paper is due October 25.

Required Reading:

White House Politics, chapters 5, 9-10 [group 1]  
Memo, chapter 17, and 21 [group 2]  
Evolving, reading 13—the veto [group 3]  
—reading 47—the line item veto [group 3]  
—reading 22—investigation [group 4]  
—readings 18, 39, and 48—impeachment [group 4]  
Debating, chapter 4 and 9 [group 5]  
Evolving, reading 44 Daynes

XII. The Presidency As Chief Executive: The President staffing and the Bureaucracy:  
(Oct. 31 and Nov. 1)

Required reading:

White House politics, chapters 1-4 [group 6]  
Debating, chapter 11 [group 1]  
Memo, chapters 16, and 20. [group 2 ]

—Evolving, reading 23 [group 3]  
—Evolving, readings 25 and 28 [group 4]

XIII. Midterm #2: (November 6)—in this room

XIV. The President and the Courts

(Nov. 8 and Nov. 13)

Required Readings:
XV. The President as Chief Diplomat: The President’s relation to other nations:

(Nov. 15)

Required Readings:

.Evolving Pres, readings 6, 10 and 21 [group 5]
*The Prize cases (1863)* [group 6]
.U.S. v. Curtiss-Wright (1936)
   Evolving, readings 26 and 36 [group 1]

.Packet from: Power of the Presidency: Daynes

TR, pp. 85-87
Taft, pp. 88-91
Wilson, pp. 91-102
HST, pp. 114-119.

XVI. The President as Commander-in-Chief: The President in times of Crisis:

(Nov. 27 and Nov. 29)

*Final Draft* of your research paper is due 27 November

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* All court cases not found in *Evolving* can be found in their original form in Lee Library or in the Law Library in *U.S. Reports*, or on the web at these addresses: [www.supremecourtus.gov](http://www.supremecourtus.gov); or at [www.findlaw.com/casecode/supreme2.html](http://www.findlaw.com/casecode/supreme2.html).
Required Readings:

- Debating, chapter 7 [group 2]
- *Ex parte Milligan* (1866)
  Evolving, readings 17, 35, and 38 [group 3]
- *Korematsu v. U.S.* (1944)7 **Daynes**
  *Lecture by Peter Irons concern Japanese Americans and this case—DVD*

Packet from: Power of the Presidency: **Daynes**

FDR, pp. 106-110.

XVII. **The Present and Future President and presidency**

(Dec. 4)

Required Readings:


Evolving, readings 52 and 53. [group 5]
Debating, chapter 12, [group 5].

Memo, chapters 5, 11, 25-28; 29-32. [group 6]
White House Politics, chapters 6-8, and conclusion [group 1]

XVIII. **Last Day**

(Dec. 6)

7 See footnote 7 above.
XIV. Final

(not yet posted)

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