




<p><b>POLS 3320 American Presidency</b></p> <p><b>Dr. Margaret E. Scranton</b></p> <p><b>Syllabus, Fall 2009</b></p>			
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***Special Theme for Fall 2009: Presidents Obama and Lincoln***

**Course Description, UALR Undergraduate Bulletin**

Prerequisite: POLS 1310 or junior standing. Powers, duties, and responsibilities of our greatest executive officer, centering on historic and contemporary conceptions of the office; the presidency as an administrative institution. Three credit hours.

*Please do not take this class if you have not already completed POLS 1310: you need a basic understanding of American National Government in order to pass this class.*

**Contact Information for Dr. Scranton**

Office: 105 Larson Hall, (501) 683-7326

Hours: Tuesdays and Thursdays, 10:00-10:40 am and by appointment, in person or online.

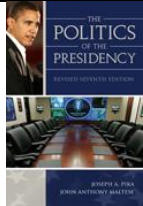
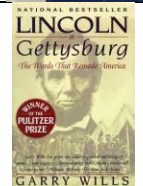
Please use Blackboard e-mail rather than UALR mail so I can keep all of your messages and attachments securely saved and organized; use e-mail rather than telephone messages.

**Required Reading**

Comprehension of assigned readings is essential for performing well on your writing assignments, tests, and the final exam.


You should finish all readings before class; at the very least, you should scan the readings in order to understand and contribute to what we do in class. What you get out of any class is a function of what you put into the class. Some of our in-class writing will be devoted to processing the readings, which you won't be able to do unless you are prepared for class.

Three texts are required. You will also read various documents – presidential speeches, addresses, memoranda and reports, congressional hearings, transcripts of press conferences – which are available online or posted in Blackboard. Do not try to take this class without reading these books.

	<p>#1. Joseph A. Pika and J. A. Maltese. <i>The Politics of the Presidency</i>. Washington, DC: CQ Press, revised 7th ed., 2010. ISBN 978-0-87289-469-3.</p>
	<p>#2. Gary Wills. <i>Lincoln at Gettysburg: Words that Remade America</i>. New York: Simon &amp; Schuster, 2006 Trade Paperback (Reissue), ISBN-10: 0-7432-9963-9 ISBN-13: 978-0-7432-9963-3</p>

Winner of the National Books Critics Circle Award, 1992. Winner of the Pulitzer Prize for General NonFiction, 1993:

“In ‘Lincoln at Gettysburg,’ a scholarly study of oratory, Garry Wills argues that Abraham Lincoln, in the mere 272 words of the Gettysburg Address, was able to recast the tradition of oration, the Civil War, and the history of American political thought in a new and clearer light. In offering new ideas about the structure and context of the speech, Mr. Wills maintains that Lincoln used his words to win the war in ideological as well as military terms. The 58-year-old Mr. Wills, a classical scholar, Presidential historian and political scientist, is an adjunct professor of history at Northwestern University in Evanston, Ill., where he lives.”

	<p>#3. James M. McPherson. <i>Tried by War : Abraham Lincoln as Commander-in-Chief</i>. New York: Penguin, 2008. ISBN-13: 9781594201912</p>
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From Penguin:

“ James McPherson, a bestselling historian of the Civil War, illuminates how Lincoln worked with—and often against— his senior commanders to defeat the Confederacy and create the role of commander in chief as we know it.

Though Abraham Lincoln arrived at the White House with no previous military experience (apart from a couple of months spent soldiering in 1832), he quickly established himself as the greatest commander in chief in American history. James McPherson illuminates this often misunderstood and profoundly influential aspect of Lincoln’s legacy. In essence, Lincoln invented the idea of commander in chief, as neither the Constitution nor existing legislation specified how the president ought to declare war or dictate strategy. In fact, by assuming the powers we associate with the role of commander in chief, Lincoln often overstepped the narrow band of rights granted the president. Good thing too, because his strategic insight and will to fight changed the course of the war and saved the Union.

For most of the conflict, he constantly had to goad his reluctant generals toward battle, and he oversaw strategy and planning for major engagements with the enemy. Lincoln was a self-

taught military strategist (as he was a self-taught lawyer), which makes his adroit conduct of the war seem almost miraculous. To be sure, the Union’s campaigns often went awry, sometimes horribly so, but McPherson makes clear how the missteps arose from the all-too-common moments when Lincoln could neither threaten nor cajole his commanders to follow his orders.

Because Lincoln’s war took place within our borders, the relationship between the front lines and the home front was especially close—and volatile. Here again, Lincoln faced enormous challenges in exemplary fashion. He was a masterly molder of public opinion, for instance, defining the war aims initially as preserving the Union and only later as ending slavery— when he sensed the public was at last ready to bear such a lofty burden.

As we approach the bicentennial of Lincoln’s birth in 2009, this book will be that rarest gift—a genuinely novel, even timely, view of the most-written-about figure in our history. Tried by War offers a revelatory portrait of leadership during the greatest crisis our nation has ever endured. How Lincoln overcame feckless generals, fickle public opinion, and his own paralyzing fears is a story at once suspenseful and inspiring.”

**Grading and Writing Assignments, aligned with POLS Assessment of the Major**

As a class on one of the national government institutions, POLS 3320 has learning performance objectives that link to the learning goals for the major in the following ways:

Learning Goals for the Major	Learning Performance Objectives for POLS 3320
<p>Knowledge of history, characteristics, and impact of political institutions and systems, including international, national, state, and local governments. Student will know and understand the structure of the most important local and state, national, and international political institutions and systems</p>	<p>General Goal: Students will know and understand the structure of the presidency and how this branch relates to the Congress and Federal Courts, along with how US policies relate to international political institutions and systems</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>In short answer questions, matching questions, and essay exam questions students will accurately describe and identify: 1) components of the institution of the modern presidency and how it has changed during the 20<sup>th</sup>-21<sup>st</sup> centuries, along with theoretical explanations for such changes; 2) formal and informal powers of the three branches of government and typical patterns of interaction among them, along with theoretical explanations for such patterns; and 3) the institutional units and personnel responsible for formulating and implementing domestic and foreign policies, particularly regarding the use of war powers by Presidents Lincoln, Bush (41 and 43), Clinton, and Obama .</li> </ul>
<p>Knowledge of behavior of individual actors at both the mass and elite levels.</p>	<p>General Goal: Studies will master structural and cultural constraints and motivations of presidents, staff and advisors and how presidents connect to counterpart leaders in Congress and among mass and elite</p>

<p>Student will master structural and cultural constraints and motivations of individual actors at both the mass and elite levels of politics, nationally and internationally</p>	<p>organizations, nationally and internationally</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• In a final exam essay on comparing presidential leadership styles, students will 1) identify a war powers dilemma that faced both presidents Lincoln and Bush (43), 2) justify their selection as a common problem facing both presidents, 3) specify how each president dealt with this dilemma, including advisors consulted and evidence considered, and how other branches of government were involved, 4) identify similarities and differences between the presidents' leadership styles, 5) apply various theories and concepts to explain why each president acted as he did, and 6) assess whether each president achieved or failed to achieve his stated objective.</li> <li>• Students will write a mid-term exam essay on the appointment process, describing elements of that process and alternative explanations for the behavior of the Judiciary Committee and various groups participating in the process and then contrasting the confirmation hearings of Judges Roberts, Bork, and Sotomayor</li> </ul>
<p>Knowledge of processes involved in creating government policy and the impact of those policies. Student will know and understand the processes of creating the government policy and the impact of those policies</p>	<p>General Goal: Students will know and understand presidential decision processes for domestic and foreign/national security policy and also the impacts of those policies</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• See comparative leadership final exam essay described above</li> <li>• Students will read and assess the constitutionality of John Yoo's Torture Memos, in the context of a broader analysis of President Bush's (43) and President Lincoln's use of war powers</li> <li>• Students will complete a budget simulation and review various budget documents in conjunction with budget policy making; students will complete a worksheet that incorporates internet research on the OMB, Treasury, CEA and NEC as actors in economic policy making</li> </ul>
<p>Knowledge of over the normative foundations of the state, the scope of its activities, and the nature of justice. Student will know and understand, and be able to critically evaluate, the normative foundations of the state, the scope of its activities, and the nature of justice</p>	<p>General Goal: Students will know and understand, and be able to critically evaluate the normative foundations of the presidency and its Constitutional context, particularly in the context of the civil war and the rationale for President Lincoln's major decisions on waging the war and the Emancipation Proclamation</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• See comparative leadership final exam essay described above</li> <li>• Students will answer questions about normative foundations of the presidency on the mid-term exam</li> <li>• Students will write an essay about the Emancipation Proclamation, comparing this text to the Gettysburg Address and Lincoln's Inaugural Addresses and to the war-time context; the</li> </ul>

	<p>essay will address Lincoln’s stated rationales for the proclamation and various scholars’ interpretations of his motives and explanations</p>
<p>Critical thinking - the ability to read and evaluate primary texts, ideas, theories, and political analysis. Students will demonstrate the ability to read and evaluate primary texts, ideas, theories, and political analysis</p>	<p>General Goal: Students will demonstrate the ability to read and evaluate primary texts, ideas, theories and political analysis relating to the presidency</p> <p>Relevant primary texts: US Constitution, Federalist and Anti-Federalist Papers, presidential speeches and transcripts of press conferences, presidential documents such as the Federal Budget and the John Yoo “torture memos,” and a selection of memos to presidents from presidential libraries</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• Students will read and analyze presidential speeches and addresses, applying qualitative methods to answer research questions</li> <li>• Students will read the Constitution and apply relevant provisions to specific policy cases and presidential decisions</li> <li>• Students will read and analyze confirmation hearings in terms of partisan politics as well as institutional checks and balances</li> <li>• Students will read and analyze press conference transcripts and other briefing documents and presidential memoranda to explore presidential framing and agenda setting, spin doctoring, the style and function of press secretaries and other spokespeople, and to identify similarities and differences between presidential statements and briefing events</li> <li>• Students will read and evaluate historical and political science scholarship on presidential leadership, governing, and institutional analysis and then use these concepts and theories in analytical assignments and to frame essays for exams</li> </ul>
<p>Analysis/Research – the ability to pose and answer questions effectively. Students will demonstrate the ability to pose and answer questions effectively in Political Science research</p>	<p>General Goal: Students will demonstrate the ability to pose and answer questions effectively in Political Science and Presidential Studies research, including institutional analysis, policy analysis, decision making analysis, and qualitative methods for analyzing presidential rhetoric and communication</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• See “memo to a president” assignment mentioned below</li> <li>• See comparative presidential leadership essay mentioned above</li> <li>• See federal budget simulation mentioned below</li> <li>• Students will complete a worksheet featuring a comparative analysis of inaugural addresses (Kennedy, McKinley, and Obama), applying a qualitative coding scheme to Obama’s address</li> <li>• Students will write a similar analysis, applying the same coding scheme, of Lincoln’s second inaugural address and comparing that text to the Gettysburg Address</li> </ul>
<p>Written and Verbal</p>	<p>General Goal: Students will demonstrate the ability to communicate</p>

<p>Communication – the ability to communicate ideas clearly in writing or through oral presentations. Students will demonstrate the ability to communicate ideas clearly in writing or through oral presentations</p>	<p>ideas clearly in writing or through oral presentations.          Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• See essay assignments mentioned above</li> <li>• Students will write weekly reflective notes in a blog format about concepts covered and material discussed in class</li> <li>• Students will make several informal presentations in class and a formal presentation with PowerPoint</li> </ul>
<p>Practical Applications – the ability to take information gained through coursework and uses it effectively in real world or simulated exercises. Students will the ability to take information gained through coursework and uses it effectively in real world or simulated exercises</p>	<p>General Goal: Students will demonstrate the ability to take information gained through coursework and use it effectively in real world or simulated exercises</p> <p>Specific LPOs for POLS 3320:</p> <ul style="list-style-type: none"> <li>• Students will complete a presidential campaign simulation</li> <li>• Students will apply “federal budget basics” in a national budget simulation, and justify their spending choices in terms of policy impacts as well as fiscal choices (Federal Budget Worksheet Assignment)</li> <li>• Students will write a “memo to the president” concerning a policy issue of their choice for either the mid-term or final exam, based on an analysis of memos from the Clinton, Johnson, Carter, and Eisenhower presidential libraries</li> </ul>

<b>Components of Your Grade</b>	
Inaugural Address Analysis	10%
Federal Budget and Budget Actors Worksheet	10%
Presidential Press Conference Worksheet	10%
Midterm Examination	15%
In-class activities and blog	15%
Memo to a President on Presidential Decision, Action, or Strategy	15%
PowerPoint/Oral Presentation on your Memo to a President	5%
Final Examination	20%
<b>Total</b>	<b>100%</b>

Extra Credit Policy: Extra credit is not offered in this course.

The midterm and final examinations test your knowledge of the course concepts and readings. Exams will consist of short answer and essay questions and will cover information from both lecture and readings. You will not be allowed to talk or use notes or books when taking the exams.

The test dates are firm. The midterm and final exam cannot be rescheduled and must be completed in class on the scheduled day. Only in cases of extreme emergency should students expect that a make-up will be warranted. In any event, students should contact me before the due date to let me

know if they are unable to fulfill this or any other class requirement. Students taking a make-up exam will not be given the same exam assigned to the rest of the class, and the format of the make-up exams may vary.

Late assignments will receive automatic deductions of a third of a letter grade per day they are late. I use grading rubrics that match my written guidelines for assignments.

Course readings are all required. The main texts are available at the University bookstore. Online readings are accessible through Blackboard or class handouts and should be read prior to the day they are assigned. All the reading material, as well as lectures and discussions, will be fair game for examination. The final examination will not be cumulative in the strict sense, although course concepts that we have used throughout will remain fair game.

Missing assignments receive a grade of zero. In case of a documented emergency (does not include being sick, having a doctor's appointment, car or ride problems, or alternative commitments), contact me as soon as possible in order to arrange an alternative assignment or extension.

Instead of requiring attendance, I have structured the grading for this class to reward attendance with grades for in-class work -- in-class writing and worksheets, and exams -- that can only be earned by being in class on the scheduled day. If you happen to be late, please sit at the back of the classroom in order to avoid disrupting class.

Grading Scale	
A	superior 90-100
B	very good 80-89
C	average 70-79
D	passing, below average 60-69
F	failing 0-59

### **Plagiarism Policy\***

UALR considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work. Use of another person's work or ideas must be accompanied by specific citations and references. Though not a comprehensive or exhaustive list, the following are some examples of dishonesty or unethical and unprofessional behavior:

Plagiarism defined:

- Using another person's words, ideas, or results without giving proper credit to that person; giving the impression that it is your own work.
- Any form of cheating on examinations.
- Altering academic or clinical records.
- Falsifying information for any assignments.
- Submitting an assignment(s) that was partially or wholly completed by another student.

- Copying work or written text from a student, the Internet, or any document without giving due credit to the source of the information.
- Submitting an assignment(s) for more than one class without enhancing and refining the assignment, and without first receiving instructor permission. In cases where previous assignments are allowed to be submitted for another class, it is the responsibility of the student to enhance the assignment with additional research and to also submit the original assignment for comparison purposes.
- Assisting another student with reasonable knowledge that the other student intends to commit any act of academic dishonesty. This offense would include, but would not be limited to providing an assignment to another student to submit as his/her own work or allowing another student to copy answers to any test, examination or assignment.

Plagiarism is the theft of someone else's ideas and work, their intellectual property. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. When in doubt, cite. Proper citation is a skill students are supposed to have mastered and to use appropriately in upper-level courses.

In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper, project, or worksheet, students must distinguish their own ideas and language from information derived from other sources, including published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

A discussion posting, written assignment, PowerPoint presentation, report, and other work produced to satisfy a course requirement is, like a paper, expected to be the original work of the student submitting it.

Copying documentation from another student or from any other source without proper citation is a form of academic dishonesty, as is reproducing work done by another student or non-student. Students must assume that collaboration in the completion of written assignments is prohibited unless explicitly permitted by the instructor. Students must acknowledge any collaboration and its extent in all submitted coursework.

Students are subject to disciplinary action if they submit as their own work a paper purchased from a term paper company or downloaded from the Internet. Consult the UALR Student Handbook to learn more about academic honesty, your rights, and due process concerning academic dishonesty.

**I will give a grade of F on the assignment for a first incidence of academic dishonesty; I will give an F for the course for a second incidence.**

\*Source: Copied from Kaplan University with minor revisions by Scranton.

### **Classroom Conduct**

These are the behavioral norms for our class:

- Respect classmates and the classroom as a shared learning space
- Be Civil. We cannot escape the fact that most people have quite strong feelings about the presidency, individual presidents, and presidential candidates. Nonetheless, we will endeavor at all times to be civil and courteous in our discussion in class and in Blackboard communications. We will respect each other as fellow citizens and as human beings. Democracy thrives on debate and vigorous discussion, but the quality and tone of discussion matters. As a scholarly enterprise, a class is quite different from talk radio and TV programs that aim to agitate, enrage, and inflame the viewer.
- Put cell phones, pagers, etc. on silent or vibrate
- Resist the temptation to read non-class material and to do work for other classes
- No sleeping: stay home if you need that much rest; avoid driving in this condition
- No disruptive behavior, defined as “that which distracts class members from the task at hand or interferes with presentations, discussion, or quiet writing time”
- Do take personal breaks at your discretion
- Do raise questions and make comments that pertain to our class and the scheduled topic; accept my role as moderator and time manager to keep us on task
- Do provide feedback to me about what is working and what needs improvement to enhance your learning experience
- Do let me know if you feel I am expressing bias for or against a candidate, official, political party, or issue position

### **UALR Policies**

Students with Disabilities: It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at at <http://ualr.edu/disability/>.

Inclement Weather: UALR closes due to inclement weather when the Public Schools close; consult radio and TV announcements as well as the UALR home page for announcements. In addition, I urge students to evaluate their own routes and relevant weather conditions. If your location poses an unusual weather hazard, you must notify me in advance, at the beginning of the semester, in order to obtain an attendance exemption.