

Political Science 501: The American Presidency

Winter Quarter 2006
Tuesdays & Thursdays 12:30 to 2:18 p.m.
311 Boyd Laboratory

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Office Hours: Tuesdays & Thursdays 10:00 a.m. to Noon, or by appointment
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Course Overview

This course is a general survey of the American presidency. Upon completion of this course, students will have a better understanding of the office and of the many forces that have, throughout history, served to mold the modern presidency. During the next ten weeks we will examine the origins of the office (going back to the constitutional convention and the debates surrounding the creation of the federal executive), how the office has developed over time, paying particular attention to the statutory and constitutional constraints that limit the chief executive, and how the other institutions affect (and in turn are affected by) the presidency. We will also consider the individuals who, through their (in)actions, have shaped the presidency. While this discussion deals with specific presidents, it will also take into account various theories of presidential leadership, character, and style. The primary objective of this course is to facilitate the use of the scientific method to develop objective criteria by which to evaluate modern presidents and their impact on the Office of the President of the United States.

Required Course Readings

Joseph Pika, and John Anthony Maltese. 2004. *The Politics of the Presidency*, Revised 6th ed. Washington: CQ Press.

A presidential biography of the student's choice

A daily newspaper (e.g. *The New York Times*, *The Wall Street Journal*)

Assorted handouts

Course Requirements

1) Classroom Participation: 10% of final grade

As with most classes, the best way to succeed in this class is to come to class every day, prepared. *I expect that you will have completed ALL of the assigned reading for every class and that you will be prepared to discuss what you have read in class.* This includes the expectation that you will have read a newspaper that day.

In order to facilitate participation and to encourage reading the following procedures will be put in place: The first day of class you will be asked to write your name on a note card. During each subsequent class at least two note cards will be drawn at random. Those persons whose names are drawn will be called upon to participate in the lecture/class activity. In most cases this will entail helping me explain to the class what a concept from the day's assigned reading means. Alternatively, this will be an opportunity for the selected individual to ask a question of me and/or the class about a topic covered in the day's readings. A properly prepared student will have read their assignments and so will easily be able to participate in the discussion. Upon satisfactory completion of this task, a student's note card will be removed from the stack. This will be done until all students have had their note cards selected at random. At such a time, all enrolled students will have a note card added once again to the stack and the process will begin anew.

Unprepared students have the option not to participate in the day's discussion, however, not only does the original note card return to the stack, but another note card with your name on it is added as well. If you are absent the day that your note card is drawn, the same procedure applies (unless you can provide me with *written* documentation excusing your absence). At the end of the semester, one point (out of a possible total of ten) will be deducted from your participation grade for each card that is in the final stack.

2) Midterm Exam: 25% of final grade

The first exam will be held **Thursday, February 2** from 12:30 to 2:18 p.m. It will cover all of the readings and lectures up to the date of the exam.

3) Final Exam: 25% of final grade

The final exam will be held on **Tuesday, March 14** from 11:30 a.m. **(Note the time change!!!)** It will be a cumulative exam covering all lectures and all readings assigned throughout the quarter. The exam will concentrate on the integration of materials covered during the course of the quarter.

4) Term Paper: 40% of final grade

In addition to the class text book, all students will be required to read at least one (1) presidential biography and to write an 8-10 page paper about that biography. In the paper, you should use James David Barber's classification scheme (see Chapter 4 of your textbook) to classify the president analyzed in the biography and present evidence from that biography supporting your contention. The best papers will also present evidence refuting alternative classification possibilities. The final draft of your paper will be due **at the beginning of class on Tuesday, March 7**. If you would like to turn in an early draft of your paper for comments, I will accept drafts up to the beginning of class on Tuesday, February 28. **LATE PAPERS WILL SUFFER A FULL LETTER GRADE REDUCTION FOR EACH DAY THAT THEY ARE LATE!!** (A day commences at 12:31 p.m. on Tuesday, March 7 and concludes 24 hours later.)

I will accept an electronic copy of your paper via email. However, I am not responsible for any formatting issues that result from differences in computer settings. (To avoid this pitfall you may consider converting your paper to .pdf format using Adobe Acrobat or some other software. CNET suggests PDF direct at the following link: http://www.download.com/PDF-ReDirect/3000-6675_4-10255233.html.) I accept no responsibility for your paper getting lost in cyberspace or for it arriving after the paper deadline due to interruptions in email service!

Students are required to notify me **via email** by the beginning of class (12:30 p.m.) on Tuesday, February 14 what presidential biography they will be reading and writing about. Please see the handout titled "Select Presidential Biographies" for a list of acceptable biographies. Even if you choose one of the biographies on this list, you **MUST** clear your paper topic with me by the February 14 deadline! **Papers that have not been cleared by me will not be accepted.**

Below are some guidelines on the grading of the analytical papers, as well as an explanation of the formatting requirements. If you have any questions, PLEASE SEE ME!

Paper Format Guidelines

1. Papers are to be at least eight (8), and no more than ten (10), pages long. The title page, bibliography, and appendices do not count toward the page length.
2. All papers must have a title page which includes the title of the paper, your name, the course name or number, and the date.
3. Include page numbers, except on the title page.
4. Papers must be double-spaced, using 12-point Times New Roman font, and have one-inch margins on all sides. No hand-written papers will be accepted.
5. *Any quotes, phrases, ideas, or arguments that are not your own must be cited appropriately!* I will accept two citation styles, those of the American Psychological Association (APA) and the American Political Science Association (APSA). You will receive a copy of the APSA Style manual the first day of class. If you are not familiar with either of these two citation styles, or are in the least bit uncertain, PLEASE SEE ME!

Paper Grading Guidelines

1. *Content* (40 points)
 - How much research has gone into the paper? Is relevant information included? Is irrelevant information excluded?
 - Has the author made use of material covered in class?
 - Is the main thesis plausible? Is it based on a "correct" examination of the evidence?

2. *Style* (40 points)

- Does the student write well? Is the paper well-organized? Is the text of the paper easy to read?
- Does the paper offer a fresh look at a topic?
- Did the student incorporate a main thesis and support it either with compelling evidence or logic?

3. *Formatting* (20 points)

- Are sources properly cited? Is an appropriate citation style used in the paper?
- Did the student follow instructions? Cover sheet? Page numbers? Font? Spacing? Is the length of the paper within specified guidelines?
- Punctuation and spelling. Are quotations properly formatted?

General Paper Guidelines

1. **This is not a book report!** You are making an argument and providing evidence supporting your argument. Be objective. I am not interested in what you believe but in WHAT YOU CAN PROVE.
2. Quotes longer than three lines long should be single-spaced and indented one inch from the right margin!!! Quotation marks are not necessary if quotes have been separated from the text.
3. DO NOT USE INAPPROPRIATE OR COLLOQUIAL LANGUAGE IN YOUR PAPER!!! You should treat formal assignments in this class as you would a business document or a professional letter. Just as you would not use inappropriate language in such documents, you should not use it in your assignments for this class. Exception: Direct quotes from outside sources.
4. The paper is worth 40% of your final grade in this course and is the major requirement in the class. Treat it accordingly. I usually can tell if a paper has been thrown together at the last minute. Those papers rarely attain passing grades.
5. Finally, DO NOT give me any reason to suspect that you have committed academic misconduct. Academic misconduct includes plagiarism, turning in work that you have submitted for another class, or turning in another person's work. See the Ohio State University's Code of Student Conduct for further information about university policies on academic misconduct and definitions of prohibited activities: http://studentaffairs.osu.edu/resource_csc.asp. To put it more bluntly, DON'T CHEAT!

Course Grading

Exams, the term paper, and the final course grade will follow a traditional 100-point scale. Grades will be assigned according to the following metric:

100 ≥ A	> 93	77 ≥ C	> 73
92 ≥ A-	> 90	73 ≥ C-	> 70
90 ≥ B+	> 87	70 ≥ D+	> 67
87 ≥ B	> 83	67 ≥ D	≥ 60
83 ≥ B-	> 80	60 > E	
80 ≥ C+	> 77		

Marks (Rule 3335-7-21)

A, A- The instructor judged the student to have satisfied the stated objectives of the course in an excellent manner. The student's performance was judged to be **in this range** of high quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

B+, B, B- The instructor judged the student to have satisfied the stated objectives of the course in an above-average manner. The student's performance was judged to be **in this range** of above-average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

C+, C, C- The instructor judged the student to have satisfied the stated objectives of the course in an average manner. The student's performance was judged to be **in this range** of average quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

D+, D The instructor judged the student to have satisfied the stated objectives of the course in a low but acceptable manner. The student's performance was judged to be **in this range** of below average but acceptable quality based upon a comparison with other students in the course, and/or with students who have taken the course previously, and/or the instructor's personal expectations relative to the stated objectives of the course, based on the instructor's experience and expertise.

E The instructor judged the student not to have satisfied the stated objectives of the course. Credit for a course in which the mark of "E" has been received can be obtained only by repeating and passing the course in class. (See rules 3335-7-23 to 3335-7-28 of the Administrative Code.)

CLASS SCHEDULE

- January 3 *Class Introduction: The Philosophy of Science*
- January 5 *The U.S. Constitution*
- **Pika & Maltese** (hereinafter “**P & M**”), Appendix C
- January 10 *The Changing American Presidency*
- **P & M**, Chapter 1
- January 12 & 17 *Presidential Elections*
- **P & M**, Chapter 2 & Appendix A
- January 19 & 24 *The President & the Public*
- **P & M**, Chapter 3
 - de Tocqueville handout
- January 26 & 31 *Presidential Leadership*
- **P & M**, Chapter 4 & Appendix B
- February 2 **MIDTERM EXAM**
- February 7 & 9 *The Executive Branch of the Federal Government*
- **P & M**, Chapter 6
- February 14 *The President & the Judiciary*
- **P & M**, Chapter 7
- TERM PAPER TOPICS DUE!!!**

February 16 & 21 *Congress & the President*

- **P & M**, Chapter 5

February 23 & 28 *Public Policy & the President: The Economy*

- **P & M**, Chapter 9

March 2 *Public Policy & the President: Domestic Policy*

- **TBD**

March 7 *Public Policy & the President: Foreign Policy & National Security*

- **P & M**, Chapter 10

TERM PAPERS DUE!!!

March 9 *Evaluating the President*

- **P & M**, Chapter 11

FINAL EXAM: **Tuesday, March 14 11:30 a.m. to 1:18 p.m.**

NOTE: Time difference!!!

MISCELLANEOUS

Incompletes/Make-up Exams

NO incomplete grades or make-up exams will be given except in the event of personal illness, injury, or loss. The instructor reserves the right to require appropriate documentation (e.g. a note from your doctor) supporting the student's contention that she/he was unable to complete course requirements before providing opportunity to make-up any course requirements.

Academic Integrity

All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and reported to the University Committee on Academic Misconduct. For more on university policy, see <http://www.osu.edu/offices/oa/procedures>.

Students with Different Abilities

If you have any condition, such as a physical, psychiatric/emotional, medical or learning disability, which will make it difficult for you to carry out the work as outlined in this syllabus, or which will require extra time for exams, please notify me AND the Office for Disability Services (ODS) **in the first two weeks of the course** so that we may make appropriate arrangements. Federal law and university policy prohibits me from altering any aspect of this class to accommodate differently-abled students without pre-certification by ODS. If you have a question as to whether you have a condition that requires special arrangements, I urge you to contact the Office for Disability Services at the address below. All information and documentation of different ability is confidential.

Office for Disability Services
150 Pomerene Hall
1760 Neil Ave.
Columbus, OH 43210-1297
(614) 292-3307
TDD: (614) 292-0901
FAX: (614) 292-4190
<http://www.ods.ohio-state.edu/>

Final Caveat

The instructor reserves the right to alter this syllabus as necessary. Every attempt will be made to adhere to this document, but depending on the interests of the students and unforeseeable events during the course of the quarter, some changes may be necessary. The best way to keep apprised of any changes is to attend class regularly.