

**The American Presidency  
PL334  
Fall 2017**

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Class, T-Th, 2:10PM-3:30PM  
Classroom: Ladd 106

**Course Description**

This course examines the structural foundations and historical development of the American presidency. It explores in depth, predominant scholarly theories of presidential power and leadership within the political science literature relative to contemporary presidential politics. Throughout, we consider the age-old question: is it “the person” or “the times” that makes for presidential greatness? We also aim to define presidential power. What is it? How do we know it when we see it? We’ll spend time discussing our current president, Donald Trump, and evaluate whether he can be the transformative president he seeks to be.

The course is divided into three parts. The first part of the course will consider the historical development of the presidency through the discussion of the most formative presidents in American history. The second part of the course examines the modern presidency and predominant theories of presidential power. The final part of the course examines the contemporary presidency in relation to key elements of the American political system: Congress, the courts, elections, and the public. At the conclusion of the course, we will return to the question of what makes for presidential “greatness.”

**Course Objectives**

By the end of the course, enrolled students should be able to:

1. Understand and describe the historical development of the American presidential system
2. Analyze presidential power using empirical theories set forth by presidential scholars
3. Evaluate the office of the presidency in relationship to other components of American government
4. Develop and justify their own theory of presidential power using historical examples and scholarly sources

**Required Texts**

Books are available for purchase at [The Skidmore Shop](#). Other readings are available for download on Blackboard.

1. Sidney M. Milkis and Michael Nelson, eds. *The American Presidency: Origins and Development* (Paperback) CQ Press, 7<sup>th</sup> edition. ISBN-13: 978-1-4833-1869-1
2. Richard Neustadt, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan* (Paperback) Free Press, 1991. ISBN 978-0029227961

3. Stephen Skowronek, *Presidential Leadership in Political Time: Reprise and Reappraisal* (Paperback) University Press of Kansas, 2011, 2<sup>nd</sup> ed. ISBN 978-0-7006-1762-3
4. Daniel J. Galvin, *Presidential Party Building: Dwight D. Eisenhower to George W. Bush* (Paperback) Princeton University Press, 2010. ISBN 978-0691136936

## **Requirements and Grades**

### **Readings and Media**

Students are expected to read the assigned readings prior to the classes on the same subjects. Readings either come from the assigned textbooks, or will be posted on Blackboard. Readings posted on Blackboard are indicated with (Blackboard) next to them.

Because this is an upper level course, reading assignments are not light. There are some weeks where the reading list, at first glance, may make curling up in your dorm / apartment and watching Netflix appear to be a far more pleasant alternative. It is more than likely, however, that the readings that week have a number of shorter pieces rather than full article / chapter length pieces.

That being said, fear not! Developing good reading strategies is all a part of the college learning experience. Please speak to me if you have concerns about the reading load or would like to discuss best strategies for readings. I will be posting a managing readings tip sheet on Blackboard the first week of class.

There will also be classes where I assign a different piece of media for you to review. These can be podcasts, video, or other audio files. Unless it says otherwise, you are required to listen to / watch these! It can be a nice reprieve from burying your nose in reading, and helpful for different learning styles.

### **Current events**

We will spend the first few minutes of class discussing present-day happenings in the American presidency. Students should be monitoring current events as they relate to the week's topic or American politics, more broadly. I recommend tracking a major national newspaper or a beltway publication such as *The Washington Post*, *The Hill*, or *Politico.com*.

Other highly recommended sources for a "political science" take on current events are *The Monkey Cage* blog (<http://www.washingtonpost.com/blogs/monkey-cage/>), *Mischiefs of Faction* (<http://www.vox.com/mischiefs-of-faction>), FiveThirtyEight (<https://fivethirtyeight.com/politics/>) and *The London School of Economics American Politics and Policy Blog* (<http://blogs.lse.ac.uk/usappblog/>). These discussions will count towards your participation grade.

### **Attendance**

You are allowed to miss two classes without an excuse. Beyond this, the best way to request an excused absence is to talk to me about it **in advance**. I allow for excused absences for Skidmore associated athletic and performance events, class projects that take you away from campus, and religious observances. **If you know well ahead of time that you will be missing class for one of these reasons, it is your responsibility to talk to me at least one class period ahead of time.** For example, if you know you will be absent on a Tuesday, it is your responsibility to let me know no later than the Thursday immediately preceding. In terms of unexpected absences, if you become sick or have to leave campus unexpectedly for a family emergency, please let me know as soon as possible. If you ask for an excuse after an event has occurred for which you had advance warning (for example, you missed class for an athletic or performance event but did not notify me beforehand), the excused absence **will not** be granted. Every unexcused absence beyond your two allowed absences will result in the deduction of 1% from your total semester grade. So, if you were initially assigned a 90% (A-) for the course but have one unexcused absence, your final grade would be an 89% (B+). When in doubt, talk to me first!

### **Online Discussion Board**

Each week, I will post either a current events piece and questions relating that piece to the week's material, or questions focused explicitly on the week's readings. The purpose of these discussion pieces is to give us a starting point for discussion in class. Your responses to these questions must be posted to Blackboard by **Wednesday evening at 5PM**. You need not spend an extraordinary amount of time on these posts, but I do expect you to demonstrate that you've done the week's readings and considered the topic at hand carefully. Usually a few paragraphs will suffice, but you are always welcome to write more. **Failure to post by this time or at all will result in the deduction of 4 points from your semester participation grade.** These posts are not formally graded, but I will do my best to respond to your comments with my own thoughts and feedback. **If I feel a post is not satisfactory, I reserve the right to only give half credit for that post (2 points).**

### **Mid Term Evaluation**

I am committed to making our classroom a place that is conducive to spirited discussion and learning for everyone. To do so, I need your input. Around the middle of the semester, I will be sending out a brief survey asking you to share classroom dynamics that are working for you, and areas where you feel we could improve. Though I cannot take everyone's comments into consideration, together we will discuss the survey results to help improve the course for the remainder of the semester. These evaluations are also immensely helpful for me in planning for future courses.

### **Grading**

Beneath each grading area, you will notice there is a section entitled *evaluative purpose*. *Formative* evaluations help me assess baseline abilities, your learning process, and where improvements might be made later on in the course both in your own studying habits and our classroom. *Summative* evaluations are meant to evaluate your learning achievements to make final decisions, for example assigning mid-term or end of term grades. Most assignments will contain elements of both, though formative evaluations will weigh more heavily at the beginning of the term.

20% - Participation: Because this is a seminar based course, you will be graded heavily on participation. Your grade will come from both in class contributions, as well as contributions to our weekly online discussion board. 60% of your participation grade will be based on in class contributions, and 40% of your participation grade will come from your online discussion board posts.

*Evaluative Purpose-Formative*

20% Short paper, 4-6 pages (12 pt font, double spaced, 1" margins), to be handed in *hard copy* at the start of class on **Thursday, October 5<sup>th</sup>**. 6 pages is the maximum length, including citations. **No late papers will be accepted, without exception.**

Assignment: The Constitution and political parties delimited the range of executive power while also providing the warrants for its expansion. Choose one of these institutions (either the Constitution or political parties), and analyze their relationship with the development of presidential power between 1789 and 1837. *This paper covers all class material from September 7<sup>th</sup> to September 28<sup>th</sup>.*

*Evaluative Purpose-Formative*

25% Debate: In lieu of a mid-term exam, in the middle of the semester we will engage in a debate that asks you to use theories of presidential power to evaluate the Trump presidency. During this debate, we will also consider what it means for a president to be "successful." You will be working in assigned teams to develop an argument that you will then share with the class in a presentation no longer than 5 minutes. You will be randomly assigned to make your claims using a theory of presidential power. For example, there might be a "Team Neustadt" and "Team Skowronek." This debate will take place on **Thursday, November 16<sup>th</sup>**. To aid in the development of your arguments, you will be asked to submit a 2-3 page summary of your own claims to myself and your teammates. Your summary must address possible counterarguments from other scholars. This summary is due on **Thursday, November 9<sup>th</sup>**. **You are responsible for coordinating with your teammates to develop a coherent argument out of your individual overviews.** I recognize that many students have various schedules that can make it hard to meet up as a team. I will leave 15 minutes at the start of class on November 14<sup>th</sup> for you to get together with your team. I *strongly* recommend you communicate prior via e-mail or another, perhaps more tech savvy way.

Assignment: By many measures, Donald Trump is an unorthodox American president. He is the first to have never held elected office nor serve in the military. Using the frameworks of Stephen Skowronek, Richard Neustadt, or Daniel Galvin (to be randomly assigned) develop an argument for what Donald Trump can do to be successful and exercise power in the remainder of his presidency. In your argument, be sure to define what you mean by "success" and "power" and be sure to adequately address any counterarguments to your claims.

*Evaluative Purpose- Formative / Summative*

35%- Final paper, 8-10 pages (12 pt font, double spaced, 1" margins), to be handed in no later than **December 12<sup>th</sup>**. The paper is due by **5PM**. You are allowed to turn in your assignment

early, if you wish. You may e-mail me or hand in a hard copy of your paper. If you choose to hand in a hard copy, please deliver it to my office, Ladd Hall 308. 10 pages is the maximum length, including citations. No late papers will be accepted, without exception. *Summative*

Assignment: Choose three successive presidents (e.g. Adams-Jefferson-Madison; Clinton-Bush-Obama, etc.) Evaluate their accomplishments, compare their contributions to American politics, and discuss their relationship to one another. Be sure to explain, at the outset, what standards should be used in evaluating them and why. **You may not include Trump as one of the presidents you are evaluating. Only presidents whose terms have already ended are eligible for consideration.**

*Evaluative Purpose-Summative*

**No matter how careful, instructors sometimes make mistakes in grading.** I will be happy to regrade any exam or assignment. I ask, however, that you hold on to any item for at least 24 hours after it is returned to you before asking for a regrade. Any request for a regrade must be made in writing and within one week from the item being returned to you, after which no regrading will be done. The entire assignment will be regraded, which means that the grade may go up, go down, or stay the same.

## **Classroom Policies**

### **Cell phones, Laptops, and Classroom Behavior**

All phones must be silenced *before* class begins. Use of laptop computers during class is strictly prohibited. Several credible experimental studies have shown that computer note-taking adversely affects one's ability to synthesize and retain information (see, for example: <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>). Also, it can be annoying and distracting for other students to have the person sitting next to them using their laptops for non-course related purposes (which, let's be honest, happens!) Students must comply with Skidmore's Policy on Civility and Comportment in the Classroom ([https://www.skidmore.edu/political\\_science/majors/handbook/comportment.php](https://www.skidmore.edu/political_science/majors/handbook/comportment.php)).

### **Office Hours**

Students are encouraged to meet with me throughout the semester. If you feel you are having difficulties, you should attend office hours as early as possible in the semester to discuss strategies for improvement. Your feedback is also important to me. Please come visit my office hours if you have questions about the class or suggestions of how your learning may be improved. I also welcome the chance to get to know you better, so please feel free to stop by to chat, say hello, and talk current events. Chances are the more often you come by, the more likely it is you'll meet one of my two dogs (a beagle named Ladybird and a basset hound named Baily), who will make semi-regular appearances.

### **Disabilities**

Students with disabilities are responsible for making their needs known to myself and seeking assistance through Skidmore's disability and accessibility services (<https://www.skidmore.edu/accessibility/>) at the *beginning* of the semester.

If you are a student with a disability and believe you will need academic accommodation, you must formally request accommodation from Meg Hegener, Coordinator of Student Access Services. You will also need to provide documentation which verifies the existence of a disability and supports your request. For further information, please call 580-8150 or stop by the office of Student Academic Services in the Starbuck Center.

### **Academic Integrity**

All students are responsible for adhering to Skidmore's policies regarding academic integrity (<https://www.skidmore.edu/advising/integrity/>). It is expected that all materials submitted as part of any class exercise be the actual work of the student whose name appears on the material. All work that draws from other sources must use an appropriate citation format (e.g. APA, Chicago-Style, MLA). *All student work in this class will be analyzed electronically via Turn It In for violations of the College's Honor Code and may also be included in a database for the purpose of testing for plagiarized content.*

### **Title IX Statement**

Skidmore College considers sexual and gender-based misconduct to be one of the most serious violations of the values and standards of the College. Unwelcome sexual contact in any form is a violation of students' personal integrity and their right to a safe environment, and therefore violates Skidmore's values. Sexual and gender-based misconduct are also prohibited by federal regulations. Skidmore faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. As such, I am here to listen and be a compassionate, empathetic resource to help you find the right support. **Please note, however, if a student chooses to confide in a member of Skidmore's faculty or staff regarding an issue of sexual or gender based misconduct, that faculty or staff member is obligated to tell Skidmore's Title IX Coordinator or Title IX Deputy Coordinator.** The Title IX Coordinator or Deputy Coordinator will assist the student in connecting with all possible resources for support and reporting both on and off campus. Identities and details will be shared only with those who need to know to support the student and address the situation through the college's processes. If a student wishes to confide in a confidential resource, the Counseling Center Staff, Health Services, and Victim Advocates are all options available.

### **Student Well Being**

As an educator, I am fully committed to promoting student well-being. There is a section on our Blackboard course page dedicated to student self-care on which I'll occasionally post resources for dealing with stress during college. I am always happy to talk about self-care and navigating stress in person during my office hours as well.

### **Syllabus Changes**

At one point or another, we may get off schedule with our lecture and discussion and the syllabus will need to be revised mid-semester. **I reserve the right to adjust readings and assignments as I see fit throughout the course.**

## **Course Outline and Reading Schedule**

**MN= *The American Presidency: Origins and Development* by Sidney Milkis and Michael Nelson**

### **Part 1: Foundations of the Presidency: Constitution and Party**

#### **Week 1**

**Thursday, September 7th**

Course Introduction and Overview

Opening discussion: What makes for presidential greatness: the person or the times?

#### **Week 2**

**Tuesday, September 12th - Creating the Presidency (Heavy reading week. Plan accordingly! These readings form the foundation of our entire course.)**

MN, chapter 2

Article II of the Constitution

<https://constitutioncenter.org/interactive-constitution/articles/article-ii> (Blackboard)

The Federalist Papers #69, #70, and #72

<https://www.congress.gov/resources/display/content/The+Federalist+Papers> This link will take you to a list of the Federalist Papers in their entirety, from which you can find #s 69, 70, and 72. (Also on Blackboard)

Andrew Rudalevige, “The Presidency and Unilateral Power: A Taxonomy.” *The Presidency and the Political System*, edited by Michael Nelson. Washington D.C.: CQ Press (2014): 473-499 (Blackboard)

Harvey C. Mansfield, Jr. “The Ambivalence of Executive Power” in *The Presidency in the Constitutional Order*, edited by Joseph M. Bessette and Jeffrey Tulis. Baton Rouge: Louisiana State University Press (1981): Chapter 9, pp. 314-333 (Blackboard)

James Hohmann, Breanne Deppisch and Joanie Greve, “The Daily 202: Trump’s stumbles are undercutting executive power, which may be healthy for America in the long-term.” *The Washington Post*. [https://www.washingtonpost.com/news/powerpost/paloma/daily-202/2017/08/03/daily-202-trump-stumbles-are-undercutting-executive-power-which-may-be-healthy-for-america-long-term/5982599430fb045fdaef10e2/?utm\\_term=.1b7d360a20e9&wpisrc=nl\\_daily202&wpmm=1](https://www.washingtonpost.com/news/powerpost/paloma/daily-202/2017/08/03/daily-202-trump-stumbles-are-undercutting-executive-power-which-may-be-healthy-for-america-long-term/5982599430fb045fdaef10e2/?utm_term=.1b7d360a20e9&wpisrc=nl_daily202&wpmm=1) (Blackboard)

## **Thursday, September 14th - The Development of Presidential War Powers, Part 1**

*Guest Speaker- Saikrishna Prakash- University of Virginia School of Law*

War Powers Resolution: [http://avalon.law.yale.edu/20th\\_century/warpower.asp](http://avalon.law.yale.edu/20th_century/warpower.asp) (Blackboard)

Andrew Polsky, “The Presidency at War: The Window of Agency in Wartime Presidential Leadership” (Blackboard)

Carline D. Krass. “Authority to Use Military Force in Libya.” *Opinions of the Office of Legal Counsel in Volume 35*. (2011) (Blackboard)

Saikrishna Prakash. *Imperial from the Beginning: The Constitution of the Original Executive*. New Haven: Yale University Press (2015). Chapter 7 (Blackboard)

PODCAST- Allison Michaels. “When it comes to acts of war, how far can Trump go?” *The Washington Post Podcast Series- Can He Do That?* April 14, 2017. (Blackboard)

### **Week 3**

## **Tuesday, September 19<sup>th</sup> - The Development of Presidential War Powers, Part 2**

AUDIO-Christopher Jackson, Daveed Diggs, Lin-Manuel Miranda, Okieriete Onaodowan, The Original Broadway Cast of Hamilton. “Cabinet Battle #2.” *Hamilton, An American Musical* (2015) <https://www.youtube.com/watch?v=B0HZUatZtXI> (Blackboard)

Amanda Hollis-Brusky. “Helping Ideas Have Consequences: Political and Intellectual Investment in the Unitary Executive Theory, 1981-2000.” *Denver University Law Review* 89, no. 1 (2012): 197-244 (Blackboard)

Andrew Rudalevige. “Congress may give Trump legal authority to fight the Islamic State.” *Monkey Cage- The Washington Post* March 27, 2017.  
[https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/27/congress-may-give-trump-the-authority-to-fight-the-islamic-state-which-it-says-he-already-has/?utm\\_term=.53be2a5b27fd](https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/27/congress-may-give-trump-the-authority-to-fight-the-islamic-state-which-it-says-he-already-has/?utm_term=.53be2a5b27fd). (Blackboard)

PODCAST- Allison Michaels. “How much power does a president have to lead the U.S. to nuclear war?” *The Washington Post*. April 4, 2017. *The Washington Post Podcast Series- Can He Do That?* August 11, 2017. (Blackboard)

## **Thursday September 21<sup>st</sup> – Georgia Washington and the “Patrician” Era**

MN, chapter 3

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Ralph Ketcham. *Presidents Above Party*. Chapel Hill: University of North Carolina Press (1984): pp. 89-99 (Blackboard)

PODCAST- Lillian Cunningham. "George Washington, the man, the myth, the legend." *The Washington Post Podcasts-Presidential*. January 10, 2016. (Blackboard)

AUDIO - Christopher Jackson, Lin-Manuel Miranda, The Original Broadway Cast of Hamilton. "One Last Time." *Hamilton, An American Musical* (2015). Performed at the White House <https://www.youtube.com/watch?v=uV4UpCq2azs> (Blackboard)

#### **Week 4**

##### **Tuesday September 26<sup>th</sup> – Jeffersonian Politics**

MN, chapter 4

James Ceasar. *Presidential Selection: Theory and Development*. Princeton: Princeton University Press (1979): Chapter 2 (Blackboard)

PODCAST Lillian Cunningham. "Thomas Jefferson-On Food and Freedom" *The Washington Post Podcasts-Presidential*. January 24, 2016. (Blackboard)

SONG- Daveed Diggs, Okieriete Onaodowan, Leslie Odom, Jr. and Lin-Manuel Miranda, The Original Broadway Cast of Hamilton. "The Election of 1800." *Hamilton, An American Musical* (2015). <https://www.youtube.com/watch?v=AUOfpIPztKM> (Blackboard)

##### **Thursday September 28<sup>th</sup> – Jacksonian Politics**

MN, chapter 5

Robert Dahl. "The Myth of the Presidential Mandate." *Political Science Quarterly* 105, no. 3 (1990): 355-372 (Blackboard)

PODCAST- Lillian Cunningham. "Andrew Jackson: the violence, the fight." *The Washington Post Podcasts-Presidential*. February 21, 2016. (Blackboard)

#### **Week 5**

##### **Tuesday October 3<sup>rd</sup> – Lincoln's Reconstruction**

MN, chapter 6

David Donald. *Lincoln Reconsidered: Essays on the Civil War Era*. New York: Vintage Books (1947) [2001]: Chapter 12 (Blackboard)

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PODCAST - Lillian Cunningham. "Abraham Lincoln: His hand and his pen" *The Washington Post Podcasts- Presidential*. April 24, 2016. (Blackboard)

AUDIO- Lin-Manuel Miranda. "Cabinet Battle #3." *Hamilton Mix Tape*.  
<https://www.youtube.com/watch?v=MadmQvJezDA> (Blackboard)

## **Part II: The "Modern" Presidency & Theories of Power and Leadership**

**Thursday October 5<sup>th</sup> - TR, Woodrow Wilson, and the "Rhetorical Presidency"**

**Short Paper Due at the Beginning of Class**

MN, chapter 8

Jeffrey Tulis. "The Two Constitutional Presidencies" in *The Presidency and the Political System*. Edited by Michael Nelson. Washington D.C.: CQ Press (2014): 1-32 (Blackboard)

PODCAST - Lillian Cunningham. "Theodore Roosevelt- Exuberance." *The Washington Post Podcasts- Presidential*. June 27, 2016

### **Week 6**

**Tuesday October 10<sup>th</sup> – FDR and the New Deal**

MN, chapter 10, pp. 301-321

Sidney M. Milkis. "FDR and the Transcendence of Partisan Politics." *Political Science Quarterly* 100, no. 3 (1985): 479-504 (Blackboard)

PODCAST- Lillian Cunningham. "Franklin D Roosevelt, through Eleanor's eyes." *The Washington Post Podcasts- Presidential*. August 8, 2016. (Blackboard)

**Thursday October 12<sup>th</sup> – The Multiple Legacies of FDR**

MN, chapter 10, pp. 322-343

Theodore Lowi. *The Personal President*. Ithaca: Cornell University Press (1985): Chapter 3 (Blackboard)

Fred Greenstein. "Change and Continuity in the Modern Presidency" in *The New American Political System* edited by Anthony King. Washington: American Enterprise Institute (1978): Chapter 2 (Blackboard)

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Julia Azari. "Trump is a 19<sup>th</sup>-Century President Facing 20<sup>th</sup> Century Problems. *FiveThirtyEight*. August 28, 2017. <https://fivethirtyeight.com/features/trump-is-a-19th-century-president-facing-21st-century-problems/amp/>

## Week 7

### Tuesday October 17<sup>th</sup> – Presidential Power: Neustadt's Theory, Part 1

Richard Neustadt, *Presidential Power*, chapters 1-3

Video-Andrew Rudalevige, "What did the Founders have in mind for the presidency? Here's what you need to know." *Monkey Cage, the Washington Post*, [https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/18/what-did-the-founders-have-in-mind-for-the-presidency-heres-what-you-need-to-know/?tid=a\\_inl&utm\\_term=.7fce60fac24d](https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/18/what-did-the-founders-have-in-mind-for-the-presidency-heres-what-you-need-to-know/?tid=a_inl&utm_term=.7fce60fac24d) NOTE: This is helpful to review what we've covered thus far on the development of the presidency, and gives you a preview of the theories of presidential power we'll cover in the coming weeks.

### Thursday, October 19<sup>th</sup> – Presidential Power: Neustadt's Theory, Part 2

Richard Neustadt, *Presidential Power*, chapters 4-6

Matthew N. Beckman, Neilan S. Chaturvedi, and Jennifer Rosa Garcia. "Targeting the Treatment: The Strategy behind Lyndon Johnson's Lobbying." *Legislative Studies Quarterly*. 42, no. 2 (2017): 211- 234

Paul Sracic. "Ok, so what would a Trump presidency be like?" *The Washington Post- Monkey Cage*. March 2, 2016. [https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/02/okay-so-what-would-a-trump-presidency-be-like/?utm\\_term=.fb8396c1e4c0](https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/02/okay-so-what-would-a-trump-presidency-be-like/?utm_term=.fb8396c1e4c0) (Blackboard)

PODCAST - Allison Michaels. "Is it unusual for the president to publicly berate members of his own cabinet?" *The Washington Post Podcasts- Can He Do That?* July 28, 2017.

## Week 8

### Tuesday, October 24<sup>th</sup> – Beyond Neustadt

Fred Greenstein. "Eisenhower as an Activist President." *Political Science Quarterly* 94, no. 4 (1979-1980): 575-599 (Blackboard)

Fred Greenstein. "Ronald Reagan. Another Hidden-Hand Ike?" *PS: Political Science and Politics* 23, no. 1 (1990): 7-13. (Blackboard)

Samuel Kernell. *Going Public: New Strategies of Presidential Leadership*. Washington D.C.: CQ Press (1997): chapters 1 and 2 (Blackboard).

PODCAST- Allison Michaels. "Can he tweet that?" *The Washington Post Podcasts- Can He Do That?* January 27, 2017. (Blackboard)

### **Thursday, October 26<sup>th</sup> – Rational Choice Theory**

Terry Moe. "The Politicized Presidency" in *The New Direction in American Politics* edited by John E. Chubb and Paul E. Peterson. Washington D.C.: Brookings (1985): 235-271 (Blackboard)

William G. Howell, "Power Without Persuasion" in *Readings on Presidential Politics*, edited by George C. Edwards II. Wadsworth Press (2005): chapter 4 (Blackboard)

Andrew Rudalevige. *Managing the President's Program*. Princeton: Princeton University Press (2002): Chapter 1 (Blackboard- with personal margin notes by Dr. Suttman-Lea ☺)

PODCAST- Allison Michaels. "Do power struggles in the White House make Trump a more effective president?" *The Washington Post Podcasts- Can He Do That?* April 21, 2017.

### **Week 9**

### **Tuesday, October 31<sup>st</sup> – Political Time Theory, Part 1**

Stephen Skowronek, *Presidential Leadership in Political Time*, chapters 1 and 2.

Christopher Baylor. "Is Trump the last gasp of Reagan's Republican Party?" *The Monkey Cage- The Washington Post*. May 11, 2016. [https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/11/is-trump-the-last-gasp-of-reagans-republican-party/?utm\\_term=.0f119b5addca](https://www.washingtonpost.com/news/monkey-cage/wp/2016/05/11/is-trump-the-last-gasp-of-reagans-republican-party/?utm_term=.0f119b5addca) (Blackboard)

### **Thursday, November 2<sup>nd</sup> – Political Time Theory, Part 2**

Stephen Skowronek, *Presidential Leadership in Political Time*, chapters 3,4, and 6.

Mara Suttman-Lea, "As a true outsider, what Trump's presidency will look like is anybody's guess." *The London School of Economics American Politics and Policy Blog*. January 12, 2017. <http://blogs.lse.ac.uk/usappblog/2017/01/12/as-a-true-outsider-what-trumps-presidency-will-look-like-is-anybodys-guess/> (Blackboard)

Stephen Skowronek and Fred I. Greenstein. "Resolved, Presidential success and failure have more to do with political time than with a president's character and leadership qualities," in in *Debating the Presidency: Conflicting Perspectives on the American Executive, 4<sup>th</sup> edition*, edited by Richard J. Ellis and Michael Nelson. Washington D.C.: CQ Press (2017): chapter 7 (Blackboard)

**Week 10**

**Tuesday, November 7<sup>th</sup> – Presidents, Parties, and Patterns of Behavior, Part 1**

Daniel J. Galvin, *Presidential Party Building*, chapters 1 & 2

Daniel Galvin. “Obama built a policy legacy. But he didn’t do enough to build the Democratic Party.” *The Washington Post- Monkey Cage*. November 16, 2016.

[https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/16/obama-built-a-policy-legacy-but-didnt-do-enough-to-build-the-democratic-party/?utm\\_term=.86448468b401](https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/16/obama-built-a-policy-legacy-but-didnt-do-enough-to-build-the-democratic-party/?utm_term=.86448468b401)

(Blackboard)

**Thursday November 9<sup>th</sup> – Presidents, Parties, and Patterns of Behavior, Part 2**

Daniel J. Galvin, *Presidential Party Building*, chapters 3, 9, 11 and Afterward

Seth Masket. “When partisan politicians hurt their own party.” *Mischiefs of Faction on Vox*. June 5, 2017. <https://www.vox.com/mischiefs-of-faction/2017/6/5/15738746/when-partisan-politicians-hurt-own-party>

(Blackboard)

**Part 3: The Presidency and the rest of the United States**

**Week 11**

**Tuesday, November 14<sup>th</sup> – The Presidency and Congress, Part 1**  
**Overview of debate argument due at the beginning of class.**

Matthew J. Dickinson. “The President and Congress,” in *The Presidency and the Political System, 10<sup>th</sup> Edition*, edited by Michael Nelson, Washington D.C.: CQ Press (2013): chapter 15. (Blackboard)

Matthew N. Beckmann. *Pushing the Agenda: Presidential Leadership in U.S. Lawmaking, 1953-2004*. New York: Cambridge University Press (2006): Introduction (Blackboard- with personal margin notes by Dr. Suttman-Lea ☺)

**Thursday, November 16<sup>th</sup> – The Presidency and Congress, Part 2**

Andrew Rudalevige. *Managing the President’s Program*. Princeton: Princeton University Press (2002): Chapter 6 (Blackboard- with personal margin notes by Dr. Suttman-Lea ☺)

William G. Howell, Terry Moe, and B. Dan Wood. “Resolved, Congress should be required to vote up or down on legislation proposed by the president,” in *Debating the Presidency: Conflicting Perspectives on the American Executive, 4<sup>th</sup> edition*, edited by Richard J. Ellis and Michael Nelson. Washington D.C.: CQ Press (2017) Chapter 9 (Blackboard)

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PODCAST - Allison Michaels. "Does President Trump's success depend on his relationship with Congress?" *The Washington Post- Can He Do That?* March 3, 2017. (Blackboard)

## **Week 12**

**Tuesday, November 21<sup>st</sup> - Debate**

**Thursday November 23<sup>rd</sup> NO CLASS- THANKSGIVING BREAK**

## **Week 13**

**Tuesday, November 28<sup>th</sup> - The Presidency and the Courts**

David A. Yalof. "The Presidency and the Judiciary," in *The Presidency and the Political System, 10<sup>th</sup> Edition*, edited by Michael Nelson, Washington D.C.: CQ Press (2013): Chapter 16

David A Yalof and John Anthony Maltese. "Resolved, The president has too much power in the selection of judges." in *Debating the Presidency: Conflicting Perspectives on the American Executive, 4<sup>th</sup> edition*, edited by Richard J. Ellis and Michael Nelson. Washington D.C.: CQ Press (2017): Chapter 13

Allen C. Guelzo and James H. Hulme. "Will the Courts Make Trump's Presidency Less Imperial?" *Real Clear Politics*. April 13, 2017.

[https://www.realclearpolitics.com/articles/2017/04/13/will\\_the\\_courts\\_make\\_trumps\\_presidency\\_less\\_imperial\\_133593.html](https://www.realclearpolitics.com/articles/2017/04/13/will_the_courts_make_trumps_presidency_less_imperial_133593.html)

PODCAST-Allison Michaels. "Will President Trump's immigration ban survive?" *The Washington Post Podcasts- Can He Do That?* February 3, 2017. (Blackboard)

**Thursday, November 30<sup>th</sup> – The Presidency and Elections**

John Sides, Daron Shaw, Matt Grossman, and Keena Lipsitz. *Campaigns and Elections: Rules, Reality, Strategy, Choice*. New York, NY: W.W. Norton (2014): Chapter 9 (Blackboard).

David Karol, Hans Noel, John Zaller, and Marty Cohen. "Polls or Pols? The real driving force behind presidential nominations." *Brookings Institute*. June 1, 2003.

<https://www.brookings.edu/articles/polls-or-pols-the-real-driving-force-behind-presidential-nominations/> (Blackboard)

Robert S. Erikson and Christopher Wlezien. "Forecasting the Presidential Vote with Leading Economic Indicators and the Polls." *PS: Political Science & Politics*. 49, no. 4 (2016): 669-672 (Blackboard)

"Debating the Issues: Should the Electoral College be Replaced with a Direct Popular Vote for President?" *The Enduring Debate: Classic and Contemporary Readings in America Politics*,

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edited by David T. Canon, John J. Coleman, and Kenneth R. Mayer. New York: W.W. Norton,  
(2018): pp. 206-218 (Blackboard)

## **Week 14**

### **Tuesday, December 5<sup>th</sup> - The Presidency, the Media, and the Public**

Jeffrey E. Cohen. *Going Local: Presidential Leadership in the Post-Broadcast Age*. New York:  
Cambridge University Press (2010): Chapter 1

Thomas Gallagher. *The American Presidency and Entertainment Media*. Lanham, Maryland:  
Lexington Books (2017): Introduction (Link on Blackboard- Introduction Available Through  
Google Books).

Matthew R. Kerbel and Jeffrey E. Cohen. “Resolved, the new media have brought the president  
closer to the people,” in *Debating the Presidency: Conflicting Perspectives on the American  
Executive, 4<sup>th</sup> edition*, edited by Richard J. Ellis and Michael Nelson. Washington D.C.: CQ  
Press (2017): chapter 6 (Blackboard)

### **Thursday December 7<sup>th</sup> – The Presidency moving forward NO READINGS!!!**

Closing discussion questions:

Just what *is* it that makes for presidential greatness? The person? Or the times?

What is presidential power? How do we define it?

Is Donald Trump unique? Can he be the transformative president he seeks to be?

### **Tuesday December 12<sup>th</sup> – Critical Analysis Paper due by 5PM**