

Political Science 4330
The U.S. Presidency
Fall 2013
Pickard Hall 110
T/TH 9:30-10:50

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Office Hours: T/R 11:00-11:45, Wednesdays 1:30-2:30 and by appointment.
If these times are inconvenient, I will be happy to make individualized appointments.
THE FASTEST WAY TO REACH ME IS VIA EMAIL.

Blackboard: This course will make use of our course page in Blackboard. Please visit this site immediately for help accessing the course: <http://www.uta.edu/blackboard/students/index.php>

Introduction

This course will focus on a uniquely American institution: the presidency. It is designed for upper level Political Science majors, but is open to anyone who would like to learn about this institution, its processes, and its evolution over time. First we will examine presidential selection. The complex system by which we choose our Chief Executive is unlike any other. We will trace the process from the pre-primary stages, through the general election.

From selection we will turn to governing. First we will examine the Executive Branch itself. How do presidents organize themselves and their staffs? How does that affect their governing capacity? How can we characterize the interaction between the White House and the Executive Branch bureaucracies? These are some of the questions we will address in this portion of the course.

Next, we will turn to the relationship between the Executive and the other two branches of government. Here we will also conclude our course by exploring policy making. What constraints does a President face, institutionally, politically, personally? How does a President make policy? Does this process change across different policy areas and across different environmental conditions? PLEASE NOTE: This course will only discuss domestic and economic policy making and will do so in brief. Students who desire a more intensive examination of presidential domestic policy making should refer to the course, "Presidential Leadership in Domestic Policy Making." Those who wish to study presidential foreign policy making should refer to the course, "Presidential Foreign Policymaking." Additionally, there are many courses offered on public policy and policy making processes <http://web.uta.edu/catalog/>

Student Learning Objectives

There are many objectives for this course, which will be accomplished by students' reading, class discussion, and active learning projects. Meeting these objectives will be assessed by students' oral participation, in-class exercises, group projects, written essays and papers, and in-class examinations. Among the course objectives, over the course of the semester students will

- *Define the formal and informal powers of the presidency.*
- *Explain the impact of election law and party rules on presidential campaigns.*
- *Evaluate and hypothesize the determinants of candidate behavior and election outcomes.*
- *Apply the knowledge they have gained to contemporary presidential elections.*
- *Identify key avenues for presidential influence on the policy making process.*
- *Evaluate the sources and uses of presidential power.*
- *Understand how political science examines the Presidency, including what kinds of data and techniques are useful to answer substantively and analytically interesting questions.*
- *Apply appropriate research techniques to answer questions about presidential behavior.*

Student Responsibilities

Think about a “typical” college course. Your syllabus tells you what to read and what topics will be covered on a given day. The instructor has crafted the syllabus with the expectation that students will spend about 1-3 hours outside of class for every hour of class time. So, for a 3 hour class in an upper division course, the instructor assumes a student will spend between 6 and 9 hours a week preparing for the class. (Google this phrase to see examples of this: “number of hours outside of class expected for every three hours of class time.”)

So, in a “typical class,” the good student will read the assigned text, come to class and listen and take notes over the information the instructor provides. When an exam nears, she or he will begin to think about the notes taken in class. Prior to the exam (maybe a couple of days before the test or maybe the night before), the good student will try to memorize as much as possible and attempt to anticipate any essay questions and think through possible answers. There may be a class project or paper. Again, the good student will likely prepare for the paper a month or so before it’s due, feverishly writing up to the deadline.

The rhythm of this course will be different. You will still follow the reading schedule and we will still cover the topics as outlined in the syllabus. I still expect you to spend between 6 and 9 hours each week outside of class preparing. However, some of the lecture material will be placed on Blackboard. Also, some quizzes and in-class activities that I would normally use to make sure folks are reading will be put on Blackboard (and must be done prior to coming to class). This will free class time for more in-depth discussion of the material, more participation-based learning and for periodic opportunities to work collaboratively on course assignments. Specifically, student responsibilities are:

ATTENDANCE, READING QUIZES AND IN-CLASS PARTICIPATION Daily attendance may be recorded and I expect you to attend all classes. Students should come to class having read and thought about the material and having taken the reading quizzes on Blackboard prior to coming to class. People who don’t attend class typically do very poorly on the exams. Exam questions draw heavily on lecture material and in-class discussion. Some material may only be available by coming to class. **Students miss class at their own risk.** Should you find occasion to be absent, I will be happy to discuss the material **once you have obtained class notes from another student.**

Communicating your thoughts to others is an important component of learning and thus participation will be an important part of this course. Participation means not only responding to questions, but also asking questions inside and outside of class and engaging in the class activities (in class and on Blackboard). Coming to office hours, emailing me and staying after class all count as participation. People who participate typically perform better on other assignments than those who do not.

READING RESPONSIBILITIES There is a substantial amount of reading and I expect you to do the assigned reading. Students who come to class having read and thought about the materials will find excelling in **the exams and the paper** much easier than will students who are not prepared. Not surprisingly, these are the components of the final grade. Also, **class participation** is difficult when one has not read and the **reading quizzes** will be much easier to pass if one has read well.

While we will discuss as much of the reading assignments as possible, students should know that some assignments will not receive as much deliberation as others. Thus, students will need to think about and re-read some materials in preparation for class assignments and the exams.

Reading the material and making every effort to understand it is so important that when this does not happen (*i.e.* when it is obvious that people have not read), **difficult questions from that material will appear on the exam. I also reserve the right to have reading quizzes.**

Reading, not understanding and asking questions in class is **OK**. I do not expect you to master the reading right away or even easily. I do expect you to try and I will provide resources for you to become better readers (for example, please see the handout, “Efficient and Effective Reading”).

The required texts for this course are:

- Han, Lori Cox and Diane Heith. 2013. *Presidents and the American Presidency*. New York: Oxford University Press.

- Wayne, Stephen. 2012. *The Road to the White House 2012*, 9th edition. New York: Wadsworth.

There will be additional readings, distributed in class, placed on reserve in the Library or made available on Blackboard. These will be announced in class. Throughout the semester, we will be talking about the current administration. Students will be expected to keep abreast of developments by reading a national newspaper (*e.g. The New York Times, Washington Post, Wall Street Journal*, etc.) regularly. There are also many on-line options for staying informed; many news outlets offer email alert services. I recommend gathering news from a variety of sources, newspaper, TV, radio and on-line.

As information and one example of how to stay informed, the *New York Times* offers discounted rates for college students (www.nytimes.com/CollegeRate). Information provided by the *Times*: “Rates are \$.99 for the first four weeks and \$1.88 per week afterwards. This includes 7-day access to The NYT web browser and smartphone app, which includes our videos, blogs, and Times Topics.”

Assignments and Grading

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. This class will be graded using a combination of exams, simulations and in-class exercises, a course project that will involve significant writing and class participation. Additionally, the course will make use of Blackboard for communication/announcements, providing course material and readings, lecture material, *etc.* ***Students must be familiar with Blackboard and participation on Blackboard is required.*** If you have never used Blackboard, start here: <http://www.uta.edu/blackboard/index.php>.

The exams will consist of both short answer and essay questions. Material will be drawn from the texts, lectures and class discussions. The course assignments will be discussed in greater detail in an additional handout. In brief, they will consist of a series of brief essays, participation in a simulation and a short paper.

Letter grades will be assigned as follows:

A	90-100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	below 60%

Expectations for Out-of-Class Study: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Class and University Policies

No makeup will be scheduled for the exam or the final except for medical reasons or extreme circumstances. Instructor must be notified in advance of the exam to schedule such a make-up. Written documentation of the extreme circumstance may be required and students should expect documentation to be verified.

Late assignments Assignments are due via the delivery method and at the time and date indicated on the assignment handout, unless otherwise notified by the instructor.

Incompletes No incompletes will be given unless you provide a signed doctor's statement indicating you are too ill to complete the course. Student should expect this documentation to be verified.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate / graduate catalog. For undergraduate courses, see

http://web.uta.edu/catalog/content/general/academic_regulations.aspx#19; for graduate courses, see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#gradgrievances>.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

My policy on email Email is a primary method of communication in this class. Any assignments sent via email will be confirmed as received by the instructor. Students should seek this confirmation and if it is not sent should assume the instructor did not receive the email. I will generally respond to email within one business day. If I haven't responded, please resend as the message may not have gotten through.

Email etiquette tip: begin your email with a salutation (*i.e.*, "Dear Professor Deen"), sign your name and indicate in the subject line and body of the email the main reason for the message. These tips apply to professional communication, even when we send email from mobile devices.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before

the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Library information:

Library Home Page	http://www.uta.edu/library
Subject Guides.....	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List	http://www.uta.edu/library/databases/index.php
Course Reserves	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog.....	http://discover.uta.edu/
E-Journals.....	http://liblink.uta.edu/UTALink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus.....	http://libguides.uta.edu/offcampus
Ask A Librarian.....	http://ask.uta.edu

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

***** The librarians have created a library guide just for our class project. It can be located here: <http://libguides.uta.edu/pols4330deen> and will be up and running by 8/26/13. *****

Course Schedule

Following are the general topics we will cover in this class. As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of these changes in class, and/or via Blackboard and/or via email.

August 22	NO IN-CLASS MEETING, professor is traveling on state business – watch for a link to the welcome video sent to your MavMail emails.
August 27	Introduction & History; Studying the Presidency *** H&H pp. 1 - 74
August 29	<i>The War Room</i> shown in class

September 3 - 10	Elections The political landscape History of parties Who votes and for whom *** RWH2012, pp. 2 – 29 *** RWH2012, pp. 69 - 108
September 9	Census Day – must be on the class roll in order to receive credit for the class
September 12 – 24	Elections continued: Campaign Finance Nomination Delegate Selection History Primaries vs. Caucuses Strategies Conventions *** RWH2012, pp. 29 - 68 *** RWH2012, pp. 110 – 206
September 26 – October 8	General Election Strategies Media Electoral College *** RWH2012, pp. 208 - 290
October 10	Debate Simulation in class
October 15	Predicting Elections, 3rd parties & Reforms *** RWH2012, pp. 292 - 367
October 17	Exam 1
October 22 - 24	Governing Transition White House organization Executive Branch Decision Making *** H&H pp. 278 – 324 *** Blackboard materials
October 29 – 31	Media and Public Opinion *** H&H pp. 168 - 200
October 30	Last day to drop
November 5 – 7	Congress *** H&H pp. 201 - 241
November 12 – 14	Judiciary *** H&H pp. 242 - 277
November 19	NO CLASS

November 21 Thanksgiving – no class

November 26-28 Policy making
*** H&H pp. 325 - 422

December 3 TBD

December 12, 2013, 8:00am FINAL EXAM

For an official complete final exam schedule, see:

http://web.uta.edu/aao/recordsandregistration/assets/pdf/final_exam_schedule_fall2013.pdf