

**POLITICAL SCIENCE 354**  
**American Presidency**  
**Fall 2009**

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Office hours: Monday & Wednesday 2:30 - 5:00pm  
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**TEXTS:** Joseph Pika & John Maltese (2010). *The Politics of the Presidency*. Revised 7<sup>th</sup> edition. Washington D.C.: CQ Press. ISBN: 978-0-87289-469-3  
Michael Nelson ed. (2006). *The Presidency and the Political System*. 8<sup>th</sup> Edition. Washington D.C.: CQ Press. ISBN: 1-56803-875-x

**COURSE DESCRIPTION AND OBJECTIVES:**

The American Presidency has emerged as one of the central institutions in both domestic and global politics. Students enrolled in this course will study the structure of the executive branch, the factors influencing Presidential selection, formal and informal sources of Presidential power, and the role of the chief executive on the development, passage, and implementation of public policy. Course objectives include developing a deeper appreciation for the development and operation of the executive branch and developing a foundation for advanced study in American political institutions.

**GRADING PROCEDURE:**

The final grade for the course will be determined by the total number of points earned during the semester. Each exam, quiz, homework, research report, and other activity will be assigned a certain number of points, and as such will be weighed as to its proportional value toward the semester grade.

**GRADING SCALE:**

89.5 to 100% =	<b>A</b>
79.5 to 89.4% =	<b>B</b>
69.5 to 79.4% =	<b>C</b>
59.5 - 69.4% =	<b>D</b>
0 - 59.4% =	<b>F</b>

**EXAMS:** Four exams will be given as a part of this course. Each of these exams will address the actors, concepts, and theories covered within a particular segment of the course. The final exam will include an additional comprehensive element. The first three exams will have a point value of 200 points, while 300 points will be possible on the final.

Tentative Exam Schedule\*

Exam 1: Tuesday, September 15<sup>th</sup>

Exam 2: Tuesday, October 13<sup>th</sup>

Exam 3: Tuesday, November 10<sup>th</sup>

Final Exam: Wednesday, December 16<sup>th</sup> at 10:30 am

\*I reserve the right to alter the timing of each exam. All such changes will be announced.

## **COURSEWORK, READING ASSIGNMENTS, & QUIZZES:**

Most class periods will center around class discussion based on an assigned reading from one of the primary course texts, from a journal article, or some other outside source. Every student must prepare for each class meeting by completing the day's reading assignment and evaluating its content. Periodic quizzes may be given to ensure that all students are fulfilling this requirement. When given, each quiz will cover the reading assignment for the day.

## **MAJOR ASSIGNMENTS .**

1. Discussion Papers (2x 35 Points): On two separate occasions, you will be asked to write a 3 page discussion paper related to the assigned reading for that day. Each discussion paper should examine one of the principle areas of emphasis within the assigned reading, providing a brief summary of the information presented and a critical analysis of that information that examines the conclusions of the author as well as the importance and implications of the material presented. Discussion papers should also identify important questions about the structure and function of Congress that relate to the material covered in the assigned reading. Each of these papers will be due at the *beginning* of class on the assigned dates. The first discussion paper must be completed by October 8<sup>th</sup>. The final discussion paper must be completed by December 8<sup>th</sup>.
2. Comparative Article Review (150 Points): Each student will produce of a comparative review of at least three scholarly books/articles concerning an important issue related to the U.S. Presidency. Details of this assignment will be provided in a separate handout. Reviews are due Monday, December 1<sup>st</sup>. Completion of this assignment is a required element of the course. Failure to complete the assignment will result in an automatic grade of F for the semester.

## **ATTENDANCE**

Each student is expected to be present at every class meeting prepared for discussion of the assigned readings. Each student will be given two unexcused absences without penalty. For each additional unexcused absence, ten points will be deducted from your grade. Any student exceeding 6 unexcused absences will be automatically and permanently dropped from the class (If you are dropped from the class, you may not then “withdraw.”)

## **UNIVERSITY POLICY STATEMENTS:**

### Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, psychological, vision, hearing, etc.) who needs to arrange reasonable accommodations, must contact the instructor and the Disabilities Office at the beginning of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Disabilities Office as soon as possible in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 102 of the Lee Academic Center, telephone, (501) 279-4019.

### Academic Integrity

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. As your instructor, I pledge that I will strive for honesty and integrity in how I handle the content of this course and in how I interact with each of you. I ask that you join me in pledging to do the same.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

## Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

## **COURSE SCHEDULE**

Subject	Reading	Due
Constitutional Design	U.S. Constitution Article III	25-Aug
	Tulis -- Two Constitutional Presidencies (Ch 3, Nelson)	27-Aug
Evolution of the Presidency	The Changing Presidency (Ch 1, P&M)	1-Sep
Presidential Selection	Pious -- The Presidency & the Nominating Process (Ch 7 Nelson)	3-Sep
	Election Politics (Ch 2, P&M)	8-Sep
	Aldrich, Griffin, Rickershauser-- The Presidency & the Election Campaign (Ch 8, Nelson)	10-Sep
Exam 1		15-Sep
Pres. Power & Leadership	Presidential Character & Performance (Ch 4, P&M)	17-Sep
	Skowronek--Presid. Leadership in Political Time (Ch 4 Nelson)	22-Sep
	Richard Neustadt (1980), "The Power to Persuade." from Presidential Power: the Politics of Leadership From FDR to Carter. New York: John Wiley and Sons.	24-Sep
	Paul Quirk -- Presidential Competence (Ch 5, Nelson)	29-Sep
	Public Politics (Ch 3, P&M)	1-Oct
Executive Branch & Admin.	Pika "The Vice Presidency: New Opportunities, Old Constraints."	6-Oct
Exam 2		13-Oct
	Executive Politics (Ch 6, P&M)	20-Oct
	Burke -- The Institutional Presidency (CH 14, Nelson)	22-Oct
	Lewis -- Presidents and the Bureaucracy (Ch 15, Nelson)	27-Oct
President & Congress	Legislative Politics (Ch 5, P&M)	29-Oct
	Dickinson -- The President & Congress (Ch 17, Nelson)	3-Nov
Exam 3		10-Nov
Presidents & Courts	Judicial Politics (Ch 7, P&M)	17-Nov
	Yalof -- The Presidency & the Judiciary (Ch 18, Nelson)	19-Nov
Policymaking	Politics of Domestic Policy (Ch 8, P&M)	1-Dec
	Politics of Economic Policy (Ch 9, P&M)	3-Dec
	Politics of National Security Policy (Ch 10, P&M)	8-Dec
Final Exam		



## Comparative Review Assignment

P.S. 354: American Presidency

### **Overview**

Each student will be required to produce a comparative book/article review analyzing the research of at least three separate authors' work in an area associated with the Presidency. This assignment will encourage students to develop a working knowledge of current research in the area of scholarship selected and add depth to their understanding of the structure and function of the Executive Branch.

### **Selection of Books and Articles:**

Since academic research in Political Science is directed toward answering some central research question, students should begin the process by seeking to identify some aspect of the Presidency that they would like to investigate. Questions can relate to any aspect of the office that is of interest: elections, influences on policymaking, leadership styles, influences on individual success/failure, administration, etc.

Once you have identify the type of research question you are interested in, identify three scholarly books and/or articles written by authors conducting research in that area. Each of the selected works must represent academic scholarship and are subject to my approval. Evaluate each potential work to ensure that it represents a research oriented publication. Avoid journalistic accounts, partisan advocacy, and works that lack original research by the authors.

### **Sources of Articles:**

When looking for journal articles, look for professional journals that use a peer review process to determine which articles are approved for publication. The American Political Science Review, American Journal of Political Science, or Political Science and Politics represent examples of good sources of articles. Avoid popular magazines and newspapers as sources of articles. Work published in Time, Newsweek, and the Economist will lack the academic rigor and depth necessary for successful completion of this assignment. The Harding Library has online access to many of these journals through the JSTOR and the Academic Search Premiere database in the reference resources.

### **Sources of Books:**

Acceptable books must also reflect serious research. Look for books published by academic publishers such as Brookings, CQ Press or any University Press. Avoid works of personal biography or partisan advocacy (i.e. Anything by Rush Limbaugh, Al Franken, Al Gore).

## **Producing the Review:**

1. Read each of the selected works, making note of the central research question, theoretical approach and methods, and findings.
2. Summarize and evaluate the research and conclusions produced by each author.
  - a. Summary should clearly identify:
    - i. The research questions addressed by the authors
    - ii. The theories and hypotheses they proposed as explanations for the issues involved in their area of research
    - iii. The general methodology employed in their study
      - (1) Don't report every detail, but provide enough information to allow your reader to understand what was going on.
    - iv. The findings and conclusions derived from the research
  - b. The summary is your work, not the original author's.
    - i. Explain the important aspects of the research in your own words, don't just cut and paste the original text
    - ii. Properly cited and attribute all of the major theories findings using the Turabian (a.k.a. Chicago) manual of style.
3. Evaluation and Critique - Provide an analysis of the quality of the research under review, its importance and policy implications.
  - a. Identify the major strengths and weaknesses of the study
  - b. Assess the validity of the researchers conclusions
4. Synthesis
  - a. Analyze the three pieces of research as a group.
    - i. Do the studies reflect a general consensus among researchers?
      - (1) If so, explain the nature of the consensus among scholars in this area.
      - (2) Bring the conclusions of each study together to develop a cohesive answer to the research question you are concerned with.
    - ii. Do the studies produce conflicting or contradictory findings?
      - (1) If so, identify the primary areas of conflict or disagreement.
        - (a) Assess the potential for resolving conflict over these findings.
        - (b) Evaluate the relative value of each set of findings.
          - (i) Which is the most convincing? Why?
5. Each review will be graded on:
  - a. its effectiveness in summary, analysis, and synthesis of the material
  - b. quality of organization and writing
    - i. Yes, spelling and punctuation count!
  - c. proper documentation and citation of source materials

**October 6<sup>th</sup>** Bibliographic Citations for each of the selected books and/or articles must be turned in by 5:00pm. My approval of the sources must be given before you proceed to the next stage.

**December 1<sup>st</sup>** Completed reviews must be turned in by 5:00 pm

## HISTORY DEPT. POLICY ON PLAGIARISM

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university. As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statements from the Student Handbook underscore this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: 1. Dishonesty in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials." (p. 8)

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source. All of these types of plagiarism may be referred to as "flagrant." In such cases of flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well. A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs. As a result, the student could face additional disciplinary action, including suspension from the university.

Plagiarism can also be "unintentional" or "inadvertent"--but no less serious an offense. This form of plagiarism typically occurs because students are unaware of what must be acknowledged. Many students believe that all one has to do to avoid plagiarizing and at the same time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source. Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information. Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own. Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair. A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism. All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it. From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be prima facie evidence of guilt.

In order to avoid plagiarism, you must know what must be documented. First, let's consider what you do NOT have to document. You are not expected to acknowledge information that is considered common knowledge--for example, that Jamestown was the first permanent English settlement in America or that Jefferson was the principal author of the Declaration of Independence or that the Versailles Treaty was imposed on Germany at the end of World War I. You might have to look up the date of the assassination of the Archduke Ferdinand or the names of the beaches at Normandy, but such material is still regarded as common historical knowledge readily available in any standard reference work of the sort that most people would have easy access to; this type of information does not require documentation. However, if there is any doubt in your mind as to whether information qualifies as "common knowledge" or not, document it. It is better to err on the side of over-documenting than under-documenting.

What SHOULD you document? Obviously, you must acknowledge the source of any WORDS you quote. Along with your footnote citing the source of the quote, you must always use quotation marks or, if the material is more than eight lines, a double indention format. As noted above, you must also acknowledge your source when you paraphrase or summarize someone else's words, especially when you use certain key words or phrases, even if you do not quote entire clauses or sentences. But the most subtle form of plagiarism occurs when you borrow someone's IDEAS without giving credit. Writing the words or ideas of others in your own words does not release you from the obligation to credit the material to its originator. When you write a paper or book review, you are expected to formulate your thesis, organize the materials, and reach your conclusions primarily in your own words. Of course, you may use other persons' words, thoughts, and information to assist in this process, but you must acknowledge them as such.

Here are two examples of plagiarism that are more subtle than merely using a verbatim or closely paraphrased version of another's words without attribution, the form of plagiarism we can all easily recognize and admit is wrong. The following passage appears in John Keegan's *The Mask of Command*, N.Y. Penguin Books, 1988, p. 259.

"Blitzkrieg was not a concept directly of Hitler's making nor, strictly, was his Polish victory an exercise in its form. The Polish army, surrounded on three sides by one enormously superior in men and equipment, was doomed to rapid defeat in any case . . . "

The following uses of that passage, IF PRESENTED WITHOUT PROPER DOCUMENTATION, constitute plagiarism:

1. Hitler did not directly develop the concept of blitzkrieg nor, strictly, was his Polish victory an exercise in its form. (Keegan, p. 259)

Comment: The problem with this effort is that although a citation is provided, an entire phrase is borrowed directly without the use of quotation marks.

2. Although widely regarded as the first demonstration of blitzkrieg, the Polish campaign was not really an example of that style of war. The Polish army was already virtually surrounded by German units before the campaign even began and was inferior in both troops and material, making its defeat as inevitable as it was quick.

Comment: Note that very few words of the original passage have been used in the plagiarized version; the point is that the originality of Keegan's concept and his insight is what has been appropriated, not his language. When you use another's analytical insights and constructs, you must acknowledge their source, regardless of how thoroughly you re-word them.

**THE DIFFERENCE BETWEEN PLAGIARISM AND SCHOLARSHIP IS QUOTATION MARKS AND/OR A FOOTNOTE.**

This policy guide was adapted from the sources listed below by Dr. Fred Jewell and approved by the department.  
Sources:

Chase, Mary Jane, [MJChase@MerLIN.Mercynet.edu] "Plagiarism." In [H-TEACH-Search-request@h-net.msu.edu]. "How to Lessen the Chances of Plagiarizing." [<http://quarles.unbc.edu/lsc/rpplagia.html>]

Williams, Sharon. "Avoiding Plagiarism."

<http://www.hamilton.edu/html/academic/resource/wc/AvoidingPlagiarism.html>].

The American Historical Association's Definition of Plagiarism

<http://historynewsnetwork.org/articles/article.html?id=514>

## ANTI-PLAGIARISM AFFIRMATION

I affirm that I have read and understand the Harding University History and Social Science Department's policy on plagiarism.

Specifically, I affirm that I understand . . .

1. How to recognize both the subtle and the flagrant forms of plagiarism;
2. That a student researcher-writer must give properly footnoted credit for ideas, concepts, interpretations, and insights, as well as the actual words, borrowed from another;
3. That when the actual words of another are used, they must be enclosed in quotation marks or (if lengthy enough) double indented from the body of the text and single spaced in addition to being footnoted;
4. That failure to abide by the terms of the department's plagiarism policy will result in the following consequences:
  - (a) in cases of "flagrant" plagiarism, not only a 0 on the assignment in which the plagiarism occurred, but a failing grade for the entire course in which it occurred and a record of the incident being filed with appropriate university officials;
  - (b) in cases of more subtle forms of plagiarism, a 0 on the assignment in which the plagiarism occurred and a record of the incident being filed with the departmental chair; a required letter of apology to the owner of the plagiarized material; and
  - (c ) a failing grade for the entire course for additional instances of even "subtle" plagiarism, either in the course where the first instance occurred or in another course in this department after the initial incident occurred; and finally,
  - (d ) the possibility of additional disciplinary measures from the university as provided for in the Student Handbook's Code of Student Conduct.
5. Violation of this policy will be reported to the Academic Affairs office and will be kept in an official record.

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NAME (signature)

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DATE