COURSE OUTLINE

POS 3413 0W61
Fall 2020
The American Presidency

School of Politics, Security and International Affairs
College of Sciences, University of Central Florida
3 credit hours

Instructor: Dr. Daniel Marien. Contact via Daniel.Marien@ucf.edu or course email.
Teaching Assistant: Nicole Brok. Contact via course email.

Virtual Office Hours (from 8/24 to 12/4 only)

REGULAR HOURS:
Mondays 10am to 2 pm.
Fridays, 10am to noon.

Or by special appointments concluded via email. Do not cut class or working hours to make an appointment for consultation. I am flexible about time and would very much like to talk with you. Contact me to meet on Zoom and provide your phone number. I will invite you to a Zoom meeting or call you over the phone.

I. Course Description

This course introduces participants to the study of presidential leadership. The course will have five interrelated focuses:

(1) An overview of the historical growth in the roles and powers of the presidency in the U.S. political system, and;

(2) An overview of the several paradoxes structuring the American people's relationship to the president. We lean on work from Thomas Cronin and Michael Genovese on this point.

(3) An explanation of presidential leadership performance from the contrasting viewpoints of the President's personality (agency) and the President's insertion in specific historical circumstances (structure). For this purpose, we will use two analytically different perspectives, namely that of Fred Greenstein's personality-

centered approach and that of Stephen Skowronek's theory of structural location in political time, and;

(4) An overview of the political contexts, developments and presidential initiatives during the presidencies of the pre-modern post-Civil War Presidents (Grant to McKinley); of Herbert Hoover; Franklin D. Roosevelt; John F. Kennedy; Lyndon B. Johnson; Richard Nixon; Jimmy Carter; Ronald Reagan; Barack Obama; and Donald J. Trump. We also briefly examine President Lincoln's leadership in the context of the adoption of the 13th Amendment to the Constitution abolishing slavery.

(5) An individual research exercise in evaluating a president not discussed by Greenstein for how that president scores on Greenstein's six factors of effectiveness and whether these scores can explain his leadership performance. (This list includes Barack Obama, Donald Trump and all presidents before FDR. Greenstein does have a chapter on Obama, but it was authored very early in his administration and the case can usefully be re-examined in light of the entire period.)

II. Course Materials

You need to procure these books:

Fred Greenstein, *The Presidential Difference: Leadership Style from FDR to Barack Obama.* Princeton University Press, Third edition, 2009, ISBN: 978-0-691-14383-5.

William Leuchtenburg, *The American President: From Teddy Roosevelt to Bill Clinton*. Oxford University Press, 2015. ISBN: 978-0195176162.

Theda Skocpol, *Obama and America's Political Future*. Harvard University Press, 2012. ISBN: 978-0-674-06597-0.

Additional readings will be made available in Webcourses in Files under Assigned Readings.

III. Basic Course Expectations

Students are expected: (1) to maintain a working connection to the internet; (2) to promptly procure the textbook; (3) to log-on to the course's website at least once a week; (4) to take quizzes and submit postings in due time in normal circumstances; (5)

to respect the rules of academic honesty, in particular never to present text not their own as their own wording. (6) to submit a Final Essay regardless of the number of course points they have accumulated (no one can pass the class without submitting a Final Essay).

IV. Student Learning Outcomes

LO-1: Students will be able to describe and contrast the administrative capacities and organizational procedures of the pre-modern and the modern presidencies.

LO-2 Students will be able to describe in general terms and to accurately apply in concrete circumstances the concept of a paradoxical relationship between the American people and their president.

LO-3: Students will be able to describe in general terms and to apply in concrete circumstances with a high degree of accuracy the six factors of presidential effectiveness as conceptualized by Fred Greenstein, namely: political skills; organizational capacity; public communication skills; political vision; cognitive style; emotional intelligence.

LO-4: Students will be able to describe in general terms and with a high degree of accuracy the four typical circumstances of presidential leadership and the distinctive sets of opportunities/threats they present for the exercise of creative presidential leadership as conceptualized by Stephen Skowronek, namely: the politics of reconstruction; the politics of articulation; the politics of pre-emption; the politics of disjunction.

V. Assessment Overview

NOTE: The semester unfolds over 16 weeks. Week 1 starts on Monday 8/24 and ends on Monday 8/31. Week 2 starts on Monday 8/31 and ends on Monday 9/7 and so on.

Assessment Overview

WHAT Description	WHEN Deadlines	WORTH Points	WHY Purpose
Before Course Perception of Presidential Leadership Performance	Friday 8/28, 11:59pm Attach file labeled: LASTNAME_Before	**1**	To free up your financial aid and to prepare your After-Course Statement.
(B1-)Weekly Quiz Average Each quiz is over 35 points. An average is used to compute the final course grade	9/8 until 11/23 by Monday Evenings 11:59 P.M.	**35**	To verify mastery of subject matter with multiple choice questions.
(Bi-)Weekly Discussion Post Average Each weekly post is over 42 points. An average is used to compute the final course grade	9/8 until 11/23 by Monday Evenings 11:59 P.M.	**42**	To verify mastery of subject matter with reading comprehension questions and to develop evaluation of ideas
Annotated Bibliography Description of 10 substantial sources	Opens on 11/16 Closes by12/2	**5**	To find and share resources for the writing of the final essay.

permitting to analyze the leadership of one president not fully discussed by Greenstein.			
Final Essay Case Study 1,500 to 2,500 words Case study of the leadership performance of a president not fully discussed by Greenstein.	Wednesday 12/9 at 11:59 PM Upload a file in Dropbox Labelled: LASTNAME_Essay	**15**	To demonstrate understanding of Greenstein's ideas, ability to apply them correctly to a president not discussed by Greenstein and to evaluate them critically as a tool to explain effective presidential leadership.
After Course Perception of Presidential Leadership Performance	Thursday 12/10, 10 AM Upload file labelled: LASTNAME_After	**2**	To foster students' reflection on their learning.

Grading Scale (%)	
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+

Grading Scale (%)	
64-66	D
60-63	D-
0 - 59	F

VI. Course Prerequisites

Course prerequisites include an open mind and a readiness to reflect on the subject matter. There are no prerequisites in the sense of having completed specific previous courses beyond English Composition.

VII. Course Credits

3 credits

VIII. Course Schedule

The Weekly or Bi-Weekly Discussion Board updates the Course Outline: in case of a discrepancy between the Course Outline and the Weekly or Bi-Weekly Discussion Board, the Board is correct.

Weeks 1-2, Monday 8/24 to Tuesday 9/8: The Pre-Modern Presidents and Greenstein's Analytical Perspective

Most deadlines will fall on Monday evenings. However, the first deadline falls on Tuesday 9/8, to respect the Labor Monday Holiday.

DEADLINE: Quiz and discussion posts are due on Tuesday 9/8 at 11:59 PM.

Read: U.S. Constitution, Article II. Avalable at :
https://www.archives.gov/founding-docs/constitution-transcript

Read: Leuchtenburg, Preface and Prologue.

Read: NYT_Greenstein_Obituary, available in Files under Assigned Readings, or click on:

Read: Greenstein, chapters 1 and 15.

Week 3, Tuesday 9/8 to Monday 9/14: Herbert Hoover

DEADLINE: Quiz and discussion posts are due on Monday 9/14 at 11:59 PM.

Read: Leuchtenburg, chapter 3 Harding, Coolidge, Hoover.

Weeks 4-5, Monday 9/14 to Monday 9/28
FDR and the Rise of the New Deal Order

DEADLINE: Quiz and discussion posts are due on Monday 9/28 at 11:59 PM.

Read**:** Skowronek, "Political Structure of Presidential Leadership," pp. 115-128 in File, under Assigned Readings, or click on:
Read: Greenstein, chapter 2 FDR.
Read: Leuchtenburg, chapter 4 FDR. (**Warning**: this is a long chapter).

Week 6, Monday 9/28 to Monday 10/5
Interlude: Lincoln's Means and Political Skills

DEADLINE: Quiz and Discussion posts are due on Monday 10/5 at 11:59 PM.

View *Lincoln* (3 hrs.). No reading assigned for this week. You will likely have to pay a small fee to a commercial vendor to stream the video.

Weeks 7-8: Monday 10/5 to 10/19
JFK, LBJ and the High Point of the New Deal Order

DEADLINE: Quiz and discussion posts are due on Monday 10/19 at 11:59 PM.

Read: Skowronek, particularly pp. 123-125 in File, under Assigned Readings.
Read: Greenstein, chapter 5 JFK and chapter 6 LBJ.
Read: Leuchtenburg, chapter 7 JFK and chapter 8 LBJ.

Weeks 9-10: Monday 10/19 to 11/2
Break in the Political Order: The Carter/Reagan Discontinuity

DEADLINE: Quiz and discussion posts are due on Monday 11/2 at 11:59 PM.

Read Skowronek, particularly pp. 119-121 in File, under Assigned Readings.
Read: Greenstein, chapter 9 Carter and chapter 10 Reagan.
Read: Leuchtenburg, chapter 10 Carter and chapter 11 Reagan.

Weeks 11-12: Monday 11/2 to Monday 11/16
Obama: Ending or Suspending the Reagan Era?

DEADLINE: Quiz and discussion posts are due on Monday 11/18 at 11:59 PM.

Read Skowronek, particularly pp. 125-128 in File, under Assigned Readings.
Read: Greenstein, chapter 14, Obama.
Read: Time Magazine article on Obama's election. In Files, or click on:
Read: VOX/Balkin, "Obama's Failed Reconstruction," in Files under B) Assigned Readings, or click on:
Read: Skocpol, *Obama and the Future of American Politics*, pages 1-90.
Read: Antoine Banks, *Anger and Racial Politics*, Cambridge U.P., 2014. Selected excerpts.

Weeks 13: Monday 11/16 to Monday 11/23
Can Trump Restore and Renew the Conservative Order?

NOTE: This reading list will be revised by 11/5
Read: Trump's negotiating skills (TBA)
Read: Malkin, "Pathological Narcissism and Politics," in Files, under Assigned readings, or click on:
Read: Ott, interview about "The Twitter Presidency," in Files under Assigned Readings, or click on:
Other sources To Be Announced

DEADLINE: closes on 11/23.

Weeks 14-16: Monday 11/23 to Wednesday 12/9
Final Essay in the Form of a Case Study

Due Wednesday 12/9 at 11:59 PM.

After Course Perception/Knowledge of Presidency due Thursday 12/10 at 11:59 PM.

IX. Policy Statements

Required Statement Regarding COVID-19
University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes
To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf. Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality
Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification
Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement
Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Make-up Exams and Assignments
Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for university-sponsored events, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. Please contact me ahead of time to notify me of upcoming needs.

Can't make the deadline for other reasons than those listed above? Contact the instructor with an explanation and a request for a specific deadline extension.

Note that my flexibility on deadline vanishes with the approach of the end of the semester.

Academic Integrity
Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.

- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- ***Marien's addition to UCF policy:*** the listing of works cited but not materially used in a post or essay also constitutes a breach of academic honesty. It misrepresents the depth of research done.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.
For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

Turinitin.com:

In this course the instructor may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. The instructor submits your texts to Turnitin at his discretion. Student found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

In particular, weekly postings must be original. To ensure originality, students are not able to view classmates' posts before they have themselves posted in the Discussion Board. Students are also not able to edit their postings after having posted it in the Discussion Board. **It is strongly recommended that you compose your post in a word processing file, review it there for content and style and only then paste the final product in the Discussion Board.**

Quizzes are individual exercises with open access to the materials but limited time to answer the questions.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in

this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (Ferrell Commons 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video. You CAN Survive an Active Shooter

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need not make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.