POLITICAL SCIENCE 6415

SEMINAR IN
THE AMERICAN PRESIDENCY

Fall 2020

Professor: Dr. Drew N. Lanier	**Office Hours**: Tues., Wed., and Friday, 12:00 pm to 2:30 pm, *or by appt.* (phone, Skype, etc.)
Office: Phillips Hall 302O	
Phone: (407) 823-3753 [direct dial] or -2608 [main office]	**Credit Hours**: Three (3)
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"Democracy is the worst of all possible systems—except for all the rest."

–Winston Churchill

"Energy in the executive is a leading character in the definition of good government. It is essential to the protection of the community against foreign attacks; it is not less essential to the steady administration of the laws; to the protection of property against those irregular and high-handed combinations which sometimes interrupt the ordinary course of justice."

– Alexander Hamilton, *Federalist No. 70*

COURSE OBJECTIVES:

This course is designed to prepare graduate students who hope at some point in their graduate careers to conduct original research, such as an MA Thesis, teach in or more areas of American Politics (at the secondary or post-secondary level), or those who simply wish to acquire greater and deeper knowledge about the American Presidency. This graduate seminar is, therefore, intended to provide a broad overview of some major research topics and literature on the American Presidency. While we will not be able to cover every aspect of the presidency in a single semester, the topics covered will be relevant to anyone wishing do research on the presidency or executive politics more generally. As well as focusing on the role of the president in the American political system, we will also address the interaction between the president and other relevant political actors and institutions. Additionally, this course will provide a solid foundation for more specialized graduate seminars in the institutions of the American government and their literature for those students who intend to go on at some point in their career to enter a doctoral program.

For most of you, this course is the inauguration of your socialization into the academic study of political science and, more particularly, of the American Presidency. While most of you have completed undergraduate courses in American Politics or other related courses, the study of political science is qualitatively and quantitatively different at the graduate level. The transition from undergraduate to graduate study can be a shocking one as one moves from being consumers of knowledge, as most undergraduates are to some extent, to producers of knowledge, as some graduate students eventually become. Indeed, to that end, another goal of this seminar is to have you produce an original piece of research on the American Presidency and American Politics generally.

Moreover, a graduate seminar such as this generally aims to acquaint students with the breadth of the work in the subfield of the American presidency and do so at the expense of its depth. In many ways, this course will be no different. But the breadth of the work in this area of study is expansive and we will not be

able to cover it all—or even a large portion of it. Those gaps will be filled in by your later course work. Nonetheless, American Politics can be considered in two hemispheres: *institutions* and *behavior*. The lines that define these areas, however, are blurred at best. Let me make my own bias clear (which was ground into me by my training): my research and most of my teaching focuses on the *behavioral approach* to the study of politics and thus this seminar will follow that focus. The selected topics and readings will, however, provide you with an introduction to a wide array of concerns, intellectual problems, controversies, theoretical approaches, research design and methods of inquiry.

Scholarly research on the presidency has often been critiqued as being atheoretical and descriptive in nature, qualities that are anathema to rigorous, thought-provoking work. Therefore, across the semester, we will continually address how existing research on the presidency can be improved, both theoretically and methodologically. Thus in addition to introducing you about topics and controversies in studying the American presidency, I hope this seminar will hone your ability to conduct your own research and to help you become a producer -- not just a consumer -- of theoretically-driven, rigorous political science knowledge. Hopefully, this course might also stimulate ideas for potential thesis topics for students in the MA or Ph.D. programs in Political Science.

Apart from a sense of what we know and what we do not know about American Politics, I hope that during this semester that you will acquire a deep and profound awareness of how political scientists think about, formulate and execute empirical research. Along these lines, a large part of the class will be spent doing more than simply regurgitating the findings of published works. While it is important to understand what the readings communicate, it is also important for us to think conceptually how we might as producers of knowledge contribute to the body of new research on the different topics and themes dominate in the American Presidency and American Politics generally that we will explore. Let us begin.

TEXTS:

Barber, James David. 2008. *The Presidential Character: Predicting Presidential Performance in the White House*. 4th ed. New York: Routledge. ISBN 978-0-205-65259-4. [hereafter Barber].

Edwards, George C., III, and William Howell. 2011. *The Oxford Handbook of the American Presidency.* New York: Oxford University Press. ISBN 978-0-199-60441-8. [hereafter Edwards and Howell]. [This is a reference work only in case you need a deeper understanding of aspects of the American Presidency. You are not obligated to obtain it as we will not read selections from it as we will with the other required texts.]

Howell, William. 2003. *Power without Persuasion: The Politics of Direct Presidential Action.* Princeton: Princeton University Press. ISBN 978-0-691-10270-2. [hereafter Howell]

Kernell, Samuell. 2007. *Going Public: New Strategies of Presidential Leadership*. 4th ed. Washington, DC: CQ Press. ISBN 98-1-56802-899-6. [hereafter Kernell]

Nelson, Michael. 2018. *The Presidency and the Political System*. 11th ed. Washington, DC: CQ Press. ISBN 978-1-544-31729-8. [There is a newly-released 12th edition of this work. You do not need to obtain it.] [hereafter Nelson]

O'Brien, Shannon Bow. 2020. *Donald Trump and the Kayfabe Presidency: Professional Wrestling Rhetoric in the White House*. London: Palgrave/MacMillan. ISBN 978-3-030-50550-9. [hereafter O'Brien]

Rossiter, Clinton, ed. 2003. *The Federalist Papers*. New York: Penguin. ISBN 978-0-451-52881-0. [hereafter *The Federalist Papers*]

These texts should be available at the University bookstore or the off-campus outlets. Other course readings assigned will be on reserve or available through the various databases accessible through the UCF Library's homepage. Many of the articles are downloadable from JSTOR as well (http://www.jstor.org). I strongly

suggest that you download them, print them, and organize them in a three-ring binder for later retrieval and efficient organization.

OTHER REFERENCES:

Finifter, Ada W., ed. 1983. *Political Science: The State of the Discipline*. Washington, DC: APSA.

Finifter, Ada W., ed. 1993. *Political Science: The State of the Discipline II*. Washington, DC: APSA.

Katznelson, Ira, and Helen V. Milner, eds. 2002. *Political Science: State of the Discipline*. Centennial ed. New York: W.W. Norton.

Kennedy, David M. 1999. *Freedom From Fear: The American People in the Great Depression*. *Part I*. New York: Oxford University Press.

Kennedy, David M. 1999. *Freedom From Fear: The American People in World War II*. *Part II*. New York: Oxford University Press.

Pollock, Philip H., III. 2012. *The Essentials of Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-686-9.

Pollock, Philip H., III. 2012. *An SPSS Companion to Political Analysis*. 4th ed. Washington, DC: Congressional Quarterly Press. ISBN 978-1-60871-687-6.

Wilson, James Q., and John J. DiIulio, Jr., with Meena Bose. 2011. *American Government: Institutions and Policies*. 12th ed. Boston: Wadsworth/Cengage.

WEB RESOURCES

Canvas Site – Course Management Software

The Course has a WebCourses site associated with it. It is an innovative technology that allows the students to interact with each other, post messages to a common bulletin board, take quizzes, and many other tasks that facilitate comprehension of the course material and collaborative learning among the course's students in a student-centered context. This site, however, is a password-protected domain. A more thorough discussion of this course tool as well as how to navigate through it will be offered in class. Navigate to it via your my.ucf.edu login, find the course in the Online Course Tools Tab and the Webcourses@UCF Pagelet and then enter your PID and password.

RELEVANT ORGANIZATIONS

The American Political Science Association (http://www.apsanet.org), the Midwest Political Science Association (http://www.mpsanet.org) and the Southern Political Science Association (http://www.spsa.net) are key organizations of political scientists with various areas of expertise and methodological approaches. They each hold annual conferences at which new research is presented to the academic community. They each also publish academic journals with cutting-edge research dealing with various topics in the discipline.

CODEBOOKS AND DATA BASES:

An invaluable resource is the **Inter-university Consortium for Political and Social Research** (ICPSR) (http://www.icpsr.org) that archives literally hundreds of datasets (including several versions of the National Election Survey (NES) and the General Social Survey (GSS)) from the most important and ground-breaking studies in political science and other fields of inquiry. There are many studies here on American Politics.

Spaeth, Harold J. 1997. *Expanded United States Supreme Court Judicial Database, 1946-1968 Terms*. Second ICPSR version. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6557. These data are available from public data archives.

Spaeth, Harold J. 2008. *United States Supreme Court Judicial Database, 1953-2007 Terms*. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 9422. These data are available from public data archives.

Songer, Donald R. 1997. *United States Courts of Appeal Database 1925-1996.* These data are available from public data archives.

Federal Judicial Center. 1996. *Federal Court Cases: Integrated Data Base, 1970-1994*. Fifth and Sixth ICPSR Editions. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 8429. These data are available from public data archives.

Gary Zuk, Deborah J. Barrow, and Gerard S. Gryski. 1997. *Multi-User Database on the Attributes of United States Appeals Court Judges,* 1801-1994. First ICPSR Edition. Ann Arbor: Interuniversity Consortium for Political and Social Research. Study number 6796. These data are available from public data archives.

Note also that many of these datasets may be obtained directly by navigating to the homepage for the Judicial Research Initiative (JuRI) headquartered at the University of South Carolina (www.cas.sc.edu/poli/juri) that contains links to all kinds of data (even sets that are archived in other locations) pertaining to judicial politics.

SKYPE AVAILABILITY, PHONE APPOINTMENTS, AND OFFICE HOURS

I have a Skype account and am able to meet with you via video during the above-referenced office hours or by appointment to discuss, via phone, course-related questions. Because of the virus emergency, I highly discourage face-to-face office visits. My Skype account name is drew.lanier.

COURSE REQUIREMENTS:

As graduate students, it is obvious that you are **expected be well-prepared each week as this is fully online course, requiring you to do much of the instruction**. Yes, you are required to be able to teach yourself. This marks the beginning of your journey as self-directed scholars as opposed to undergraduates who are often without the requisite experience or often self-directed motivation to guide their own scholarly journey.

As this is a graduate seminar, you will learn that there is no place to hide—even virtually. You are expected to have read the assignments carefully and should be prepared to discuss them intelligently rather than passively absorbing something approaching knowledge while lurking in the back of a class of 70 or so undergraduates. I, thus, cannot overemphasize the importance of completing the readings prior to the weekly online discussions. Such discussions presume that you have completed the required weekly reading (which is substantial) and, thus, they consider its importance, its consequences, and its limitations.

Hence, there will be no shirking. If you do, it will be apparent to me and everyone else and it will affect your grade. Moreover, it will also affect your training. If you do not invest the time now to complete the readings sincerely, then thinking and the analysis of the works that we will examine will elude you and you miss a wonderful and unique opportunity to invest in your future career.

When I say "read the material," what I mean is that you will, at a minimum, read them carefully, annotate in the articles, make notes in the margins and otherwise be prepared as if you were required to meet with the authors of the books and articles and question what they have done and why they completed the research in the manner that they did (*see* "Format for Analysis of Readings"). As this is not a lecture class, if you fail to read and prepare as I have outlined here, we will likely each week staring at each other (digitally, of course) with silence as our companion.

In fact, you will be assigned to make presentations to the class on selected assignments (via the Discussion Tab on Canvas) on a recurring basis. Regular class participation is *expected*. The instructor will not spend any time going over missed material with those students who failed to complete the weekly assignments, unless he or she has a valid medical or other excuse. The following methods of assessing student performance will be used:

Critical Review Essays (2)	20% (two at 10% each)
Literature Review Term Paper	20%
Research Paper/Research Design	30%
Class participation/critiques	20%
Weekly Questions/Summaries	10%

Late papers will not be accepted. "Late" means ***any*** time after the due date and time listed below, for each assignment. Plan accordingly.

MANDATED DOCUMENTATION OF COURSE ATTENDANCE

As of fall 2014, all faculty members are required to document students' academic activity at the beginning of each course in order to comply with federal regulations involving student financial aid. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, August 28, 2020**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF).

WEEKLY DISCUSSION, SUMMARIES, AND CRITIQUES

As the course is fully online, there are a number of responsibilities that fall upon you as students that replace the discussion we would have completed if we held the seminar meeting in a face-to-face environment.

Each week, students must first claim responsibility for summarizing an article or other work required for that week for the benefit of the entire class. State your claim in the Discussion tab for the relevant week to summarize that work. Then, summarize that article, its theories, methodologies, findings, etc, (using the Format of Analysis of Readings, attached to the Canvas site) by the **associated Tuesday (by 5 pm) of each week** for which we have required readings. Post these titled summaries in the Discussion tab for each week. These then form the basis of the discussion to be had among all class members during the week. These summaries comprise 10 percent of your final course grade.

Then by the **corresponding Thursday (by 5 pm) each week for which we have required readings**, respond to, in the relevant Discussion thread, another student's summary and critique about the article/work that they have summarized for the week. Address whether the original student's conception and review was correct and complete, or if they missed or overlooked key findings or issues with the published work in question. These reviews and critiques comprise 20 percent your final course grade. Thus, there is a greater emphasis placed on objectively reviewing and analyzing another person's work, just as professional scholars do on a daily basis.

Only one student may summarize a particular work each week. This means, that you will have to review what articles/works other students have claimed. You may review/summarize any of the required readings for the week or those noted as "for reference."

GRADING SCALE (as a Percentage of Total Points)

GRADE	PERCENTAGE
A	90-100
B+	89-87
B	86-80
C+	79-77

C	76-70
D+	69-67
D	66-60
F	59 or less

CRITICAL REVIEW ESSAY GUIDELINES

Students will prepare two review essays on book length monographs that are NOT assigned in the Seminar. The monographs should not be textbooks or edited collections (known sometimes as "readers"), but research works. They may represent any approach to the study of American Politics, so long as they represent work that is directly relevant to political science concerns with American Political institutions or behavior. The instructor will be happy to advise you as to the appropriateness of a work that you would like to review. In fact, it would be wise to ask, lest you review a work that is not appropriate and, thus, waste your time.

Review essays should follow this outline:

1. Full and proper citation of the work to be reviewed
2. Basic purpose of the work.
3. Qualifications of the author(s).
4. Why you wanted to review the work.
5. Summary of the basic argument, results, and findings of the work.
6. Assessment of the strengths AND weaknesses of the work using the broad topics included in the Format for Analysis of Readings as a baseline.

Each essay will be from 5-7 pages long approximately, word processed double-spaced, using the style of the *American Political Science Review* or the style convention of your home discipline if it is not political science.

Due dates for the review essays are **Wed., Sept. 23 by 5 pm and Wed., Oct. 7 by 5 pm**; these dates are also noted on the course schedule, listed below.

RESEARCH PAPER

I have already mentioned the importance of moving from being a consumer to a producer of political knowledge. Indeed, students in the graduate program will eventually write a thesis or dissertation—whether that is done in the field of political science or some related discipline. Thus, a research paper is a critical part of this (or any) graduate class. The topic can be anything within the subfield of American Politics or the specific topic of the American Presidency that you want, but it is advisable that you confine the paper to one of the broad topics that are covered here in this seminar.

The research paper will be similar to many of the journal articles that you read this semester. It should be something that could be potentially presented at a professional conference or even submitted to an academic journal. Many students use their research paper as a beginning to develop what eventually becomes their MA thesis.

The research paper will adhere to the following guidelines:

1. The paper should be approximately 20 pages. They should be word processed on white paper, double-spaced throughout (including notes and references), with one inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style sheet of your home discipline if it is not political science.

2. The research paper must adhere to the following general outline:

   a. Justify the topic. Indicate why this is an important topic. Why should the reader be interested in this topic or issue? Concentrate on its *theoretical* significance.

   b. State the problem to be studied. Use specific hypotheses where appropriate.

   c. Review the relevant literature. Describe what kinds of research have been done on your topic and indicate the problems or shortcomings of the existing literature.

   d. Specify what approach, model, or theory you are testing or the ways in which a particular approach of model directs you to the problem you are investigating and how it shapes the questions you are asking or the hypotheses you are testing. It need not be a highly sophisticated quantitative approach, but it must be quantitative in nature.

   e. Assert hypotheses derived from your theory. State the empirically-derived research questions that guide your research: that is, what phenomenon are you testing? How will you determine if the hypothesis has been satisfied or not?

   f. Give specific *operational definitions* of the concepts you are using.

   g. Indicate what kind(s) of *data* you will need and how you would get it. Discuss the problems you face in obtaining the data and putting them to appropriate use.

   h. Indicate the *research skills* you will use complete the project: languages, statistical and computer skills, library research, etc.

   i. Results and Discussion: describe and present the results of your study. Were your hypotheses satisfied or not? If not, why not? Describe the results in a clear and understandable manner to an educated reader.

   j. Conclusion: Discuss what the study has found and the implications of those findings. What has the reader learned? What additional questions do your results provoke? Are their limitations to your findings?

Research paper topics must be approved by the instructor. For this purpose, an *approved* one to two page final description and outline of the paper must be turned in to Lanier's email no later than **5 pm on Wed., Sept. 30**. The outline should have **at least** five relevant, scholarly sources (books, academic articles, etc.) included in it. Students who fail to turn in an appropriate term paper description and outline on time will be penalized one-half a letter grade on the final term paper, regardless of the quality of that paper.

Brief conferences concerning proposed topics will be a part of the seminar's activities. Students are encouraged to discuss term paper topics with the instructor at any time, and to seek formal approval for their description/outlines as soon as they are ready, preferably well in advance of their due date.

It will be helpful to think of the research paper as the first stage in the preparation of a thesis, even if you do not plan to prepare a thesis in American Politics. The instructor will try to suggest good research ideas as we go through the readings of the course and to give you an understanding of the theories, data, and methods underlying the research works that we do read. You are encouraged to suggest research ideas also, both in and out of class, as well as to discuss your ideas on such research possibilities with your classmates and the instructor.

For those students who have not completed Quantitative Methods of Political Analysis (POS 6746) or other similar course, they may submit a research design, as opposed to a finished piece of research. The course will acquaint you with the methods to empirically study The American Presidency. Pollock's volumes can assist you here.

The final version of the research paper is due **Wednesday, Dec 2 (via email to Lanier's Department email)**. The paper must be formatted in the .pdf protocol. You will present its results publicly in a *virtual poster session format* during the final week of the course. More details to follow.

LITERATURE REVIEW GUIDELINES:

Each student will prepare a term paper which is a review essay on the literature in some area of American Politics. Published political science, or social science, articles can be used as examples of the kind of essay the instructor has in mind, remembering, of course, that student papers may be significantly narrower in scope, given the limitations of a one semester course.

Literature Review Term Papers should generally be from 15 to 20 pages in length, excluding the space consumed by tables or appendices, if any, or bibliography/references. They should be word processed on white paper, double-spaced throughout (including notes and references), with one-inch margins on all sides. They must be printed in a reasonably-sized proportionally-spaced font. For references, bibliography, and footnote/endnote style, political science majors will be required to use the style sheet of the *American Political Science Review*, the department's official style sheet or the style conventions of your home discipline if it is not political science. The final version of the literature review is due **Friday, Nov. 20.**

General Policies of the University

Source for these policies: UCF Faculty Center for Teaching and Learning (http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php)

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. 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.

b. 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.

c. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party (such as coursehero.com) 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.

d. Falsifying or misrepresenting the student's own academic work.

e. 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.

f. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

g. Helping another person violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <http://www.academicintegrity.org/icai/assets/FVProject.pdf>.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://wpacouncil.org/node/9>.

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* <http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>. 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>.

The Golden Rule: A Handbook for Students (University of Central Florida) defines academic dishonesty as including cheating and plagiarism. Cheating is defined as "unauthorized assistance; communication to another through written, visual or oral means. The presentation of material which has not been studied/learned, but obtained through someone else's efforts and used as part of an examination, course

assignment or project constitutes a violation. The unauthorized possession or use of examination or course related material may also constitute cheating" (p. 6). Plagiarism is defined as the deliberate use of another's work "without any indication of source, thereby attempting to convey the impression that such work is the student's own. Any student failing to properly credit ideas or materials taken from another is plagiarizing. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards (p.6-7)".

Normally, the penalty for a violation of this policy is an "F" in the course.

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 (SAS) <http://sas.sdes.ucf.edu/> (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 during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review 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, students having appropriate medical training may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can 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 toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including 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 (<https://youtu.be/NIKYajEx4pk>).

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.

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

Deployed Active Duty Military Students

A deployed, active duty military student who believes that he/she requires a special accommodation due to that unique status should contact the instructor to discuss the circumstances.

Religious Observances

Students may encounter conflicts between the normal class schedule and their honoring major religious observances. Students are expected to notify, in writing, the instructor at least two weeks in advance of the relevant date if they intend to miss class or miss and assignment to observe a holy day of their religious faith. Students who fail to provide this required notice will be deemed to have waived their opportunity to miss class because of a religious observance.

Notice of Use of Turnitin.com

In this course, I may utilize turnitin.com, an automated system that instructors may use to quickly and easily compare each student's written assignment with billions of websites, as well an enormous database of student papers that grows with each student submission. Accordingly, student assignments may be subject to this additional check. After the assignment is processed, I receive a report from turnitin.com that states if and how another person's work was used in the assignment. For more detailed information about this process, visit http://www.turnitin.com.

[Portions of this Notice of Use of Turnitin.com policy were adapted from "Sample Wording for Syllabus," UCF Office of Student Rights and Responsibilities, Patricia A. MacKown, Director].

POS 6415
SEMINAR IN THE AMERICAN PRESIDENCY

TENTATIVE COURSE OUTLINE AND
SCHEDULE OF ASSIGNMENTS

You are responsible for obtaining the readings listed on the syllabus, whether books or articles. Many, if not most, of the articles listed are available online through JSTOR (http://www.jstor.org) or EBSCOHOST through the library. If you are off-campus and seeking access to these resources, you will need to log-in via a proxy server. The library staff can assist with that process. Other articles may require the tried-and-true, old-fashioned method (*i.e.*, one must physically travel to and enter the library and locate the hardcopy of the article in the stacks).

AUGUST 24, 2020

Introduction to the Course, Review of Course Requirements and Technological Demands, and the Academic Study of the American Presidency

Complete the mandatory self-introduction assignment. In order to document that you began this course, please complete the **self-introduction assignment**, on the Canvas Discussion board, by the end of the first week of classes, or as soon as possible after adding the course, but **no later than Friday, August 28, 2020**. Failure to do so will result in a delay in the disbursement of your financial aid (adapted from a draft statement from Academic Affairs Office, UCF).

TOPIC 1: THE STRUCTURE OF THE PRESIDENCY, ITS HISTORY, AND WHY WE STUDY IT ACADEMICALLY

The structure of the U.S. presidency is a direct reflection of the events surrounding the founding. Why was it structured in that way? What are its powers? How is presidential success to be evaluated? How can we as academics understand the sweep and history of the institution across time? How can presidential power be evaluated in light of the federal Constitutional Republic characterizing the U.S. government?

These readings for week 1 are foundational to our understanding of the development of the American presidency. You are not required to discuss them in detail as they are introductory. You will, however, have to discuss in detail the readings for the weeks following.

Read:

- Hamilton, Alexander. *Federalist* No. 70 [read this work in particular very carefully].
- Milkis, Sidney M., and Marc Landy. "The Presidency in History: Leading From the Eye of the Storm," in *Nelson*.
- Ragsdale, Lyn. "Studying the Presidency: Why Presidents Need Political Scientists," in *Nelson*.
- Tulis, Jeffrey K. "The Two Constitutional Presidencies," in *Nelson*
- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14 [available on JSTOR and on the Canvas Course Reserves, under the Discussion Tab].

For Reference:

- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.

- Sigelman, Lee. 1979. "A Reassessment of the Two Presidencies Thesis." *The Journal of Politics* 41: 1195-1205.
- Shull, Stephen A., and Lance T. LeLoup. 1981. "Reassessing the Reassessment: Comment on Sigelman's Note on the 'Two Presidencies' Thesis." *The Journal of Politics* 43: 563-64.
- Fleisher, Richard, Jon R. Bond, Glen S. Krutz, and Stephen Hanna. 2000. "The Demise of the Two Presidencies." *American Politics Research* 28: 3-25.
- Meernik, James, and Michael Ault. 2001. "Public Opinion and Support for the U.S. Presidents' Foreign Policies." *American Politics Research* 29: 352-73.

AUGUST 31, 2020

TOPIC 2: PRESIDENTIAL ELECTIONS

How does a large, diverse nation elect a single individual to guide the policies of that country? Are there different audiences to whom presidential candidates appeal? How can we approach presidential opinion polls from a scientific perspective? What effect, if any, do vice-presidential candidates have on the outcome of the presidential election?

Read:

- Edwards, George. "The Faulty Premises of the Electoral College," in *Nelson*.
- Pious, Richard. "The Presidency and the Nominating Process," in *Nelson*.
- Burden, Barry C., and D. Sunshine Hillygus. 2009. "Polls and Elections: Opinion Formation, Polarization, and Presidential Reelection." *Presidential Studies Quarterly* 39(3): 619-35.
- Hamilton, Alexander. *Federalist* Nos. 10 and 68.
- Holbrook, Thomas M., and Scott D. McClurg. 2005. "The Mobilization of Core Supporters: Campaigns, Turnout, and Electoral Composition in United States Presidential Elections." *American Journal of Political Sci*ence 49(4): 689-703.
- Parkin, Michael. 2010. "Taking Late Night Comedy Seriously: How Candidate Appearances on Late Night Television Can Engage Viewers." *Political Research Quarterly* 63: 3-15.
- Ulbig, Stacy G. 2010. "The Appeal of Second Bananas: The Impact of Vice-Presidential Candidates on Presidential Vote Choice, Yesterday and Today." *American Politics Research* 38(2): 330-55.

For Reference:

- Baum, Matthew. 2005. "Talking the Vote: Why Presidential Candidates Hit the Talk Show Circuit." *American Journal of Political Science* 49 (2): 213-234.

SEPTEMBER 7, 2020

TOPIC 3: THE PRESIDENT AND THE MEDIA

How do the media cover the incumbent president? Has that coverage changed over time? Is there media bias against the president? How does the president engage a diverse and multifaceted nation? Are there empirically discernible patterns in the coverage of the presidency as an institution?

Read:

- Barabas, Jason. 2008. "Presidential Policy Initiatives: How the Public Learns about State of the Union Proposals from the Mass Media." *Presidential Studies Quarterly* 38 (2): 195-222.

- Barrett, Andrew W. 2007. "Press Coverage of Legislative Appeals by the President." *Political Research Quarterly* 60 (4): 655-68.

- Farnsworth, Stephen J., and S. Robert Lichter. 2011. "The Return of the Honeymoon: Television News Coverage of New Presidents, 1981-2009." *Presidential Studies Quarterly* 41 (3): 590–603.

- Groelling, Tim. 2008. "Who's the Fairest of them All? An Empirical Test for Partisan Bias on ABC, CBS, NBC, and Fox News." *Presidential Studies Quarterly* 38 (4): 631–57.

- Kernell, Samuel, and Laurie L. Rice. 2011. "Cable and the Partisan Polarization of the President's Audience." *Presidential Studies Quarterly* 41 (4): 693-711.

- Young, Gary, and William Perkins. 2005. "Presidential Rhetoric, the Public Agenda, and the End of Presidential Television's 'Golden Age.'" *Journal of Politics* 67 (4): 1190-1205.

For Reference:

- Cronin, Thomas E., and Michael A. Genovese. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.
- Groeling, Tim and Samuel Kernell. 1998. "Is Network News Coverage of the President Biased?" *The Journal of Politics* 60: 1064-86.
- Beckmann, Matthew N., and Joseph Godfrey. 2007. "The Policy Opportunities in Presidential Honeymoons." *Political Research Quarterly* 60: 250-62.

SEPTEMBER 14, 2020

TOPIC 4: THE PUBLIC PRESIDENCY

How does the president use the rhetorical opportunities uniquely afforded to the office to engage the public about important policy proposals? What goals or motivations might the president have in doing so? Do those change over time as he progresses through his administration? What effect, if any, do pending elections have on the shape and content of those rhetorical events?

- Miroff, Bruce. "The Presidential Spectacle," in *Nelson*.

- Hershey, Marjorie Randon. "The President and the Media: The Case of Donald Trump," in *Nelson*.

- Beckmann, Matthew N., and Joseph Godfrey. 2007. "The Policy Opportunities in Presidential Honeymoons." *Political Research Quarterly* 60: 250-62.

- Kernell, *all* (can be divided into sets of two chapters: Chapters 1-2, 3-4, 5-6, and 7-8; one student can claim one set; other students can claim others chapter sets for purposes of weekly assignments).

- O'Brien, *all* (can be divided into sets of chapters: Chapters Preface and 1-3; and 4-5; one student can claim one set; another student can claim the other set for purposes of weekly assignments).

For Reference:

- Edwards, George C., III, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59: 200-12.
- Barrett, Andrew W. 2004. "Gone Public: The Impact of Going Public on Presidential Legislative Success." *American Politics Research* 32: 338-70.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *The Journal of Politics* 66: 663-83.

SEPTEMBER 21, 2020

CRITICAL REVIEW ESSAY #1 IS DUE BY WEDNESDAY (SEPT. 23) BY 5:00 PM TO LANIER'S EMAIL (IN .PDF FORMAT)

TOPIC 5: PRESIDENTIAL APPROVAL AND PUBLIC PERCEPTIONS OF THE PRESIDENT

How can we assess the performance of the president while in office? Are the expectations that the public infers to the office reasonable given the structural limitations on the powers of the presidency? Are there differences in the style of an incumbent president that may bear upon the relative level of approval that the incumbent observes? Are there partisan differences? Are there time considerations to the manifest approval ratings of a president?

Read:

- Christenson, Dino, and Douglas Kriner. 2020. "Beyond the Base: Presidents, Partisan Approval, and the Political Economy of Unilateral Action." *Journal of Political Institutions and Political Economy* 1(1): 79-103.
- Cohen, Jeffrey E., and Richard J. Powell. 2005. "Building Public Support from the Grassroots Up: The Impact of Presidential Travel on State-Level Approval." *Presidential Studies Quarterly* 35 (1): 11-27
- Edwards, George C., III, and Tami Swenson. 1997. "Who Rallies? The Anatomy of a Rally Event." *The Journal of Politics* 59 (1): 200-12.
- Hibbs, Douglas A., Jr. 1977. "Political Parties and Macroeconomic Performance." *American Political Science Review* 71: 1467-79.
- MacAvoy, Gregory E. 2008. "Substance versus Style: Distinguishing Presidential Job Performance from Favorability." *Presidential Studies Quarterly* 38 (2): 284-99.
- Nicholson, Stephen P., Gary M. Segura, and Nathan D. Woods. 2002. "Presidential Approval and the Mixed Blessing of Divided Government." *The Journal of Politics* 64 (3): 701-20.
- Waterman, Richard C., Hank C. Jenkins-Smith, and Carol L. Silva. 1999. "The Expectations Gap Thesis: Public Attitudes Toward an Incumbent President." *The Journal of Politics* 61 (4): 944-66.

For Reference:

- Cronin, Thomas E., and Michael A. Genovese. 2018. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.
- Druckman, James N., and Justin W. Holmes. 2004. "Does Presidential Rhetoric Matter? Priming and Presidential Approval." *Presidential Studies Quarterly* 34 (4): 755-78.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Confirmation Process." *The Journal of Politics* 66: 663-83.

- Mayhew, David R. 2005. *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*. 2d edition. New Haven: Yale University Press. ISBN 978-0-30010-288-8.

SEPTEMBER 28, 2020

FINAL (APPROVED) RESEARCH DESIGN/PROJECT DESCRIPTION/OUTLINE DUE BY WED. (SEPT. 30) AT 5 PM TO LANIER'S EMAIL

TOPIC 6: THE PRESIDENT AND POLITICAL PARTIES

How are American political parties formed? How does the president relate to this idea of political parties? What electoral consequences flow from that conception? What policy consequences flow from that conception? How is the president the informal leader of the party? What consequences flow that from idea?

Read:

- Milkis, Sidney M. "The Presidency and Political Parties," in *Nelson*
- Tichenor, Daniel J. "The Presidency and Interest Groups: Allies, Adversaries, and Policy Leadership," in *Nelson*
- Crockett, David A. 2000. "The President as Opposition Leader." *Presidential Studies Quarterly* 30 (2) 245-74.
- Coleman, John J. and Paul Manna. "Above the Fray? The Use of Party System References in Presidential Rhetoric." *Presidential Studies Quarterly* 37(3): 399–426.
- Jacobson, Gary C. 2009. "The Effects of the George W. Bush Presidency on Partisan Attitudes." *Presidential Studies Quarterly* 39(2): 172-209.
- Mellen, Rob, and Kathleen Searles. 2013. "Predicting Presidential Appearances During Midterm Elections: The President and House Candidates, 1982-2010." *American Politics Research* 41 (2): 328-47.
- Sellers, Patrick J., and Laura M. Denton. 2006. "Presidential Visits and Midterm Senate Elections." *Presidential Studies Quarterly* 36(3): 410-32.

For Reference:

- Epstein, Leon. 1986. *Political Parties in the American Mold*. Madison: University of Wisconsin Press.
  ISBN 0-299-10704-3.
- Eldersveld, Samuel J. 1964. *Political Parties: A Behavioral Analysis*. Chicago: Rand-McNally.
- Epstein, Leon D. 1967. *Political Parties in Western Democracies*. New York: Praeger.
- Gelman, Andrew, David Park, Boris Shor, Joseph Bafumi, and Jeronimo Cortina. 2009. *Red State, Blue State, Rich State, Poor State: Why Americans Vote the Way They Do.* Expanded ed. Princeton: Princeton University Press. ISBN 978-0-69114-393-4.
- Riordan, William L. 1991. *Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics.* New York: Meridian.

OCTOBER 5, 2020

CRITICAL REVIEW ESSAY #2 IS DUE BY WEDNESDAY (OCT. 7) BY 5:00 PM TO LANIER'S EMAIL (IN .PDF FORMAT)

TOPIC 7: THE PRESIDENT AND THE CONGRESS

The president and the Congress are designed as separate institutions sharing power. Each sets their own internal rules. How do the two institutions inter-relate? Does divided government shape that interaction? How do we measure the success of the president in the legislative arena? How do pending elections complicate the relationship between the two branches who are not required to cooperate with each other? How do the practicalities of constitutional law-making force them to work together?

Read:

- Dickinson, Matthew. "The President and Congress," in *Nelson*.
- Porter, Roger B. "Presidential Power and Public Policy," in *Nelson*.
- Canes-Wrone, Brandice, and Scott de Marchi. 2002. "Presidential Approval and Legislative Success." *The Journal of Politics* 64(2): 491-509.
- Edwards, George C., III, Andrew Barrett, and Jeffrey Peake. 1997. "The Legislative Impact of Divided Government." *American Journal of Political Science* 41(2): 545-63.
- Eshbaugh-Soha, Matthew. 2010. "The Importance of Policy Scope to Presidential Success in Congress." *Presidential Studies Quarterly* 40(4): 708-24.
- Gilmour, John B. 2011. "Political Theater or Bargaining Failure: Why Presidents Veto." *Presidential Studies Quarterly* 41(3): 471-87.
- Krehbiel, Keith. 1988. "Spatial Models of Legislative Choice." *Legislative Studies Quarterly* 13: 259-319.
- Lee, Francis. 2008. "Dividers, Not Uniters: Presidential Leadership and Senate Partisanship." *The Journal of Politics* 70(4): 914-28.

For reference:

- Aldrich, John H. and David W. Rohde. 2000. "The Consequences of Party Organization in the House." In *Polarized Politics: Congress and the President in a Partisan Era*, eds. Jon R. Bond and Richard Fleisher. Washington, DC: Congressional Quarterly Press.
- LeLoup, Lance T. and Stephen A. Shull. 1979. "Congress Versus the Executive: The 'Two Presidencies' Reconsidered." *Social Science Quarterly* 59: 704-19.
- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press.
- Stimson, James A., Michael B. MacKuen, and Robert S. Erikson. 1995. Dynamic Representation." *American Political Science Review* 89: 543-65.
- Wildavsky, Aaron. 1966. The Two Presidencies." *Trans-Action* 4:7-14.

OCTOBER 12, 2020

TOPIC 8: THE PRESIDENCY AND THE TWO-PRESIDENCY THESIS

How do the two institutions of the presidency and the Congress inter-relate as it applies to foreign and domestic policy? Is the president more successful in converting his proposals into legislation in either arena? Why might that be? If there is a difference in the president's success rate, does that difference hold true for both Democrats and Republican legislators? Or does it apply only to presidents of one party? In what policy realms might we observe that? What do these disparate findings tell us about these institutions?

Read:

- Canes-Wrone, Brandice, William Howell, and David Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Re-Evaluation of the Two Presidencies Thesis." *The Journal of Politics* 70(1): 1-16.
- Fleisher, Richard, and Jon R. Bond. 1988. "Are There Two Presidencies? Yes, But Only for Republicans." *The Journal of Politics* 50 (3): 747-767
- Fleisher, Richard, Jon R. Bond, Glen S. Krutz, and Stephen Hanna. 2000. "The Demise of the Two Presidencies." *American Politics Quarterly* 28 (1): 3-25.
- Hamilton, Alexander. *The Federalist Papers*, Nos. 51 and 69.
- Marshall, Bryan W., and Richard L. Pacelle, Jr. 2005. "Revisiting the Two Presidencies: The Strategic Use of Executive Orders." *American Politics Rese*arch 33 (1): 81-105.
- Sigelman, Lee. 1979. "A Reassessment of the Two Presidencies Thesis." *The Journal of Politics* 41 (4): 1195-1205.
- Schraufnagel, Scot, and Stephen Shellman. 2001. "The Two Presidencies, 1984-98: A Replication and Extension." *Presidential Studies Qu*arterly 31(4): 699-707.

For reference:

- Tulis, Jeffrey K. "The Two Constitutional Presidencies," in *Nelson*
- Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4:7-14 [available on JSTOR and on the Canvas Course Reserves, under the Discussion Tab].

OCTOBER 19, 2020

RESEARCH DESIGN/PAPER TOPICS SHOULD BE APPROVED BY THIS DATE

TOPIC 9: THE PRESIDENT AND THE JUDICIARY

How does the federal judiciary stand apart from the president and the Congress? How does a president, whose time in office is limited, create a lasting legacy through judicial nominations? How does the president influence the court who cannot be directly lobbied as can the Congress and the executive branch itself?

Read:

- Yalof, David A. "The President and the Judiciary," in *Nelson*
- Bailey, Michael, Brian Kamoie, and Forrest Maltzman. 2005. "Signals From the Tenth Justice: The Political Role of the Solicitor General in Supreme Court Decision Making." *American Journal of Political Science* 49(1): 72-85.
- Cameron, Charles and Jee-Kwang Park. 2011. "Going Public When Opinion is Contested: Evidence from Presidents' Campaigns for Supreme Court Nominees, 1930-2009." *Presidential Studies Quarterly* 41(3): 442-470.
- Graham, Barbara L. 2002. "Executive-Judicial Interaction as a Factor in Explaining Presidential Policy Making." *Presidential Studies Quarterly* 32(3): 509–59.
- Hamilton, Alexander. *The Federalist Papers*, No. 78.
- Johnson, Timothy, and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Nomination." *The Journal of Politics* 66(3): 663-83.
- Maltzman, Forrest and Paul Wahlbeck. 1996. "Strategic Policy Considerations and Voting Fluidity on the Burger Court." 90 American Political Science Review 90: 581-92.

- Segal, Jeffrey, Richard Timpone, and Robert Howard. 2000. "Buyer Beware? Presidential Success through Supreme Court Appointments." *Political Research Quarterly* 53(3): 557-73.

For Reference:

- Baird, Vanessa A. 2007. *Answering the Call of the Court: How Justices and Litigants Set the Supreme Court Agenda*. Charlottesville, VA: University of Virginia Press.

- Cross, Frank. 2007. *Decision Making in the U.S. Courts of Appeals*. Stanford: Stanford University Press.

- Lanier, Drew Noble. 2003. *Of Time and Judicial Behavior: Time Series Analyses of United States Supreme Court Agenda-Setting and Decision-Making, 1888-1997*. Selinsgrove, PA: Susquehanna University Press.

- McCloskey, Robert G. 2005. *The American Supreme Court*. Rev. ed. by Sanford Levinson. Chicago: University of Chicago Press. ISBN 979-0-226-55682-4.

- O'Brien, David M. 2011. *Storm Center: The Supreme Court in American Politics*. 9th ed. New York: W.W. Norton.
- Schubert, Glendon. 1965. *The Judicial Mind: Attitudes and Ideologies of Supreme Court Justices, 1946-1963*. Evanston, Ill.: Northwestern University Press

OCTOBER 26, 2020

TOPIC 10: THE UNILATERAL PRESIDENCY: LAWMAKING WITHOUT THE LEGISLATURE

It is often said that the legislature makes the laws, the executive implements the laws, and the judiciary interprets the law. This idea does not capture the nuances in presidential power. The president may create law, through executive orders and other executive actions. What the conditions that lead a president to take up that pen? When do such efforts lead to increases in the president's popularity? Is the Congress itself partially responsible for the president striking out alone—despite the public protestations of its members that the president is acting like a "king"? Are there partisan factors underlying these actions?

Read:

- Rudalevige, Andrew. "The Presidency and Unilateral Power: A Taxonomy," in *Nelson*.

- Skowronek, Stephen. "The Development of Presidential Power: Conservative Insurgency and Constitutional Construction," *Nelson*.

- Bolton, Alexander, and Sharece Thrower. 2016. "Legislative Capacity and Executive Unilateralism." *American Journal of Political Science* 60 (July): 649-63.

- Howell, William G. 2003. *Power without Persuasion: The Politics of Direct Presidential Action*. Princeton: Princeton University Press. [For Weekly discussion purposes, sets include Preface, Chapts. 1-2; Chapts. 3-4; Chapts. 5-6; and, Chapt. 7 and Appendix 2 ("Proofs of Propositions in the Unilateral Politics Model).

- Lanier, Drew Noble, and Brett Michael Jones. 2018. "Public Opinion and the President's Use of Executive Orders: The Long-Run Impact of Unilateral Powers, 1953-2012." *Presidential Studies Quarterly* 48(Dec.): 845-59.

- Warber, Adam L., Yu Ouyang, and Richard W. Waterman. 2017. "Landmark Executive Orders:

Presidential Leadership Through Unilateral Action." *Presidential Studies Quarterly* 48 (Jan.): 110-26.

NOVEMBER 2, 2020

TOPIC 11: THE VICE PRESIDENCY AND FIRST LADIES

How has the office of the vice president changed over time? Does it reflect the ebb and flow of power much like the office of the president itself? What historical events have contributed to the growth and prestige of the office recently? How have the individuals who have served as vice-president changed over time? How do we consider the influence of the First Lady? Does she hold a position similar to that of a key policy advisor to the president? Or there is a qualitatively different conception that matches our empirical experience?

Read:

- Cronin, Thomas E., and Michael A. Genovese. 2018. "The American Vice Presidency." [Chapter 8]. *The Paradoxes of the American Presidency*. 5th ed. New York: Oxford University Press.
- Goldstein, Joel K. 2008. "The Rising Power of the Modern Vice Presidency." *Presidential Studies Quarterly* 38(3): 374–89.
- Hiller, Mark, and Douglas Kriner. 2008. "Institutional Change and the Dynamics of Vice-Presidential Selection." *Presidential Studies Quarterly* 38(3): 401–21.
- Jones, Charles O. 2008. "Vice Presidents and Other Heirs Apparent: The Historical Experience of Experience." *Presidential Studies Quarterly* 38(3): 422–32.
- Moe, Richard. 2008. "The Making of the Modern Vice Presidency: A Personal Reflection." *Presidential Studies Quarterly* 38(3): 390-400.
- Sulfaro, Valerie A. 2007: "Affective Evaluations of First Ladies: A Comparison of Hillary Clinton and Laura Bush." *Presidential Studies Quarterly. 3*7(3): 486–514.
- Watson, Robert P. 2003. "Source Material: Toward the Study of the First Lady: The State of Scholarship." *Presidential Studies Quarterly*. 33(2): 423–41.

For Reference:

- Baumgartner, Jody C. 2006. *The American Vice Presidency Reconsidered*. Westport, CT: Praeger.
- Goldstein Joel Kramer. 1982. *The Modern American Vice Presidency: The Transformation of a Political Institution*. Princeton: Princeton University Press.
- Light, Paul C. 1983. *Vice-Presidential Power: Advice and Influence in the White House*. Baltimore: The Johns Hopkins University Press.
- Pika, Joseph A., John Anthony Maltese, and Andrew Rudalevige. 2020. *The Politics of the Presidency*. Washington, DC: CQ Press.
- Ulbig, Stacy G. 2010. "The Appeal of Second Bananas: The Impact of Vice-Presidential Candidates on Presidential Vote Choice, Yesterday and Today." *American Politics Research* 38(2): 330-55.

NOVEMBER 9, 2020

TOPIC 12: THE PSYCHOLOGICAL PRESIDENCY: ASSESSING PRESIDENTIAL CHARACTER

Read:

- Nelson, Michael. "The Psychological Presidency," in *Nelson*.
- Barber, James David. 2009. *The Presidential Character: Predicting Presidential Performance in the White House.* 4th ed. New York: Pearson/Longman. [For purposes of the Weekly reading assignments, sets include: Preface, Chapts. 1-2; Chapts. 3-4; Chapts 5-6; Chapts. 7-8; Chapts. 9-10; Chapts. 11-12; Chapts. 13-15].
- O'Brien, Shannon Bow. 2020. "Why Does Any of This Matter? What Can We Learn From These Strategies?" *In* Bow, Shannon, *Donald Trump and the Kayfabe Presidency: Professional Wrestling Rhetoric in the White House*. London: Palgrave/MacMillian.

NOVEMBER 16, 2020

There is no formal reading or discussion assignment this week. Submit your literature reviews to Lanier as stated below. Use the time too this week to work on and polish your research papers that are due Friday, Nov. 20 to Lanier's email (in .pdf format) by noon.

FINAL DRAFT OF LITERATURE REVIEWS DUE TO LANIER'S EMAIL (IN .PDF FORMAT) BY NOON, FRIDAY, NOV. 20.

NOVEMBER 23, 2020

Thanksgiving week. No formal assignment. Stop and give thanks that we all have made it this far without collapsing. You may wish, as well, to work on the poster presentations that you will upload to Canvas during finals week.

NOVEMBER 30, 2020

There is no formal reading or discussion assignment this week. Submit your research papers/designs to Lanier as stated below. Use the time, too, this week to work on and polish poster presentations that are due during finals weeks.

FINAL DRAFT OF RESEARCH PAPERS DUE TO LANIER'S EMAIL (IN .PDF FORMAT) BY NOON, WED., DEC. 2

DECEMBER 7, 2020

Upload your poster presentations to the Discussion Tab for this week by Tuesday, Dec. 8 at 5 pm. Include a brief summary of what you seek to do (if you created a research design) and why, and what you expect that you might find if in fact you completed the study as stated. If you completed an actual study, by contrast, include a brief summary of your topic, its importance, what hypotheses that you have tested, your results, and what your findings suggest about the American Presidency.

Then, by Thursday, Dec. 10 at 5 pm, respond in the Discussion thread to another student's research design or completed study, completing the critique and review that we have done with the published studies that we have read all semester. Remember, be polite and helpful, but objective.

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*Many thanks to Professor Jonathan Knuckey, Dept. of Political Science, Univ. of Central Florida, for the generous sharing of his American Presidency graduate seminar syllabus.