Fall 2023

COURSE OUTLINE

POS 3413 0001 (858330)
The American Presidency

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

Instructor: Dr. Daniel Marien, Daniel.Marien@ucf.edu
Teaching Assistant: Kelsie Dillard. Contact via course email.

CLASS TIME AND LOCATION: Tu./Th. 10:30 am t0 11:50 am, in NSC, rm 115.

OFFICE HOURS (in HPH 302 N)

Wednesdays	1-5 pm
Thursdays	3-5 pm.

Or by special appointments setup via email. I am flexible. Do not skip class or working hours to make an appointment for consultation. Zoom appointments on weekends are possible as well. If you cannot show up at an appointment, please email me ahead of time to postpone.

IN ADDITION TO THE TEXTBOOKS, we will also use an electronic platform called *Yellowdig* to facilitate discussion on issues of evaluation among participants (Part B assignment). This platform presents advantages over Webcourses for that purpose.

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.

(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.

(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; Lyndon B. Johnson; Jimmy Carter; Ronald Reagan; Barack Obama; and Donald J. Trump.

(5) A reflection on the polarized state of American politics and the risks of violence associated with presidential politics.

II. Books to Buy and Other Materials We Will Consult

You will need to have ready access to the books listed below. We will read selected chapters from each of them.

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.

Julian Zelizer (ed.), The Presidency of Barack Obama. Princeton University Press, 2018. ISBN: 978-0691-18210-0.

Julian Zelizer (ed.), The Presidency of Donald J. Trump. Princeton University Press, 2022. ISBN: 978-0-69122894-5

III. Basic Course Expectations

Students are expected to: (1) always have a working connection to the internet; (2) to promptly procure the textbook; (3) to take quizzes and submit assignments in due time in normal circumstances. (Extensions are possible under certain conditions. See course policy.); (4) to respect the rules of academic honesty, never to present text not their own as their own wording. (5) In most cases to paraphrase contents from the textbook rather

than use direct quotes (Ten or twenty percent of quotes is acceptable but nothing beyond that.) (6) To avoid generating assignments from Artificial Intelligence (I.A.).

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.

LO-5: Students will be able to describe in general terms and with a high degree of accuracy the policy and political legacies of Presidents Obama and Trump.

LO-6: Students will be able to describe in general terms and with a high degree of accuracy the dangers of anocracy and ways to prevent the generalization of violence in highly polarized context.

V. Assessment Overview

NOTE: The semester unfolds in 15 weeks.
Week 1 starts on Monday 8/21 and ends on Sunday 8/26.
Week 2 starts on Monday 8/27 and ends on Sunday 9/3 and so on for the rest of the semester.

Before Course Perception of Ideologies **is due on Thursday 8/24 at noon.** (This also counts as the Activity Verification to free up financial aid. It may be submitted as late as Friday 9/1, but students are encouraged to submit it by Thursday 8/24, noon and the Registrar Office wants to see it in by Friday 8/25)

The Quiz and Part A Questions are normally due on Sunday nights in Webcourses.

Part B tasks are normally due on Sunday nights in Yellowdig.

In Week 14 (Thanksgiving) and Week 15 the schedule of deadlines also changes somewhat to accommodate the holiday.

Why Using Two Electronic Platforms?

Webcourses for the weekly quiz and for answering Part A questions. The quiz is where you demonstrate your understanding of the assigned material. Part A questions in Webcourses provide an opportunity for you to:

1. Signal to the instructor an aspect of the reading you may find confusing or unclear. The instructor will clarify the issue in a subsequent email.
2. Articulate in your own words a meaningful idea from the readings and explain why you found it meaningful. This is conceived as a starting point for the more searching tasks executed in Part B in Yellowdig.

Part B Tasks in Yellowdig is where you “make meaning” out of the materials by:

Why Yellowdig?
Packback facilitates student’s engagement with other students and instructor’s monitoring of class progress by (1) generating curiosity scores; (2) evaluating posts for grammatical correctness, and (3) alerting students that their questions have been answered by another students, inviting dialogue. **Webcourses cannot do these functions.**

Assessment Overview

WHAT? Description	WHEN? Deadlines	WORTH Course Points	WHY? Purpose
Before Course Perception of the Presidency	Thursday 8/24 noon Attach file labeled: LASTNAME_Before (Accepted until Friday 9/1.	**1**	Free up your financial aid, assist in starting class discussion on the subject and prepare your After-Course Statement.
Weekly Quiz Average Each quiz is over 48 points. An average is used to compute the final course grade.	By Sunday evenings, 11:58 pm	**53**	Verify mastery of subject matter with multiple choice questions.
Weekly Discussion Post Average **Part A** Each set of weekly post is over 20 points. An average is used to compute the final course grade.	By Sunday evenings, 11:58 pm	**20**	Articulates a personal response to the readings.
Weekly Discussion Post Average **Part B** **Evaluation** **In Yellowdig** Each set of weekly posts is over 20 points. An average is	By Sunday evenings, 11:58 pm	**20**	Develop critical evaluation of ideas through exchange with other class participants.

used to compute the final course grade.			
After Course Perception of the Presidency	**Monday 12/4** 11:59 PM Upload file labelled: LASTNAME_After	**1**	Students reflect on and evaluate their learning throughout the semester.
Attendance (see scale below)	**Throughout**	**5**	To reward regular attendance and participation.
TOTAL		**100**	

Attendance Point Scale

With	You earn:
Zero to three absences	= 5 points.
Four absences	= 4 points.
Five absences	= 3 points.
Six or more absences	= 0 points.

NOTES:
The first week of the semester does not count for attendance.
Absences are recorded as such whatever the reason motivating them.

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+
64-66	D
60-63	D-

Grading Scale (%)	
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

Always check your course email for updates, general feedback, and other useful information. Changes are not likely, but, if they occur, they will be announced via course emails. Not paying attention to course mails hurts your grade.

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

Video documents and/or Instructor's Remarks will regularly be assigned on any given week. Follow the instructions given in the Weekly Discussion Board. Video assignments cannot be known for sure a long time in advance since availability varies without warning the instructor.

Note that the schedule below might be modified to adapt to emergencies, including extreme weather events.

Week 1, Introduction

Quiz, Part A and Part B Discussion Posts: Sunday 8/27 at 11:58 pm.

Read:

U.S. Constitution, Article II
Greenstein, chapters 1 and 15.

Week 2: Presidential Agency

Deadline:
Quiz, Part A and Part B Discussion Posts: Sunday 9/3 at 11:58 pm.

Read:

U.S. Constitution, Article II
Greenstein, chapters 1 and 15.
Leuchtenburg, Preface, Prologue.

Week 3: The Hoover/FDR Contrast I

Deadline:
Quiz and Discussion Posts: Sunday 9/10 at 11:58 pm.

Read:

Greenstein, chapter 2.
Skowronek, The Structure of Presidential Leadership (in Files).
Leuchtenburg, chapter 3 and chapter 4, pp, 143-188 only.

Week 4: The Hoover/FDR Contrast II

Deadline:
Quiz and Discussion Posts: Sunday 9/17 at 11:58 pm.

Read:

Greenstein, chapter 2.
Skowronek.
Leuchtenburg, chapter 4, pp, 188-242.

Week 5: LBJ

Deadline:
Quiz and Discussion Posts: Sunday 9/24 at 11:58 pm.

Read:

Leuchtenburg, chapter 8.
Greenstein, chapter 6.
Skowronek.

Week 6: The Carter/Reagan Contrast I

Deadline:
Quiz and Discussion Posts: Sunday 10/1 at 11:58 pm.

Read:

Leuchtenburg, chapters 10 and 11, pp. 579 to 621 only.
Greenstein, chapter 6.
Skowronek.

Week 7: The Carter/Reagan Contrast II

Deadline:
Quiz and Discussion Posts: Sunday 10/8 at 11:58 pm.

Read:

Leuchtenburg, chapter 11, pp, 621 to 673.
Greenstein, chapter 6.
Skowronek.

Week 8: Obama

Deadline:
Quiz and Discussion Posts: Sunday 10/15 at 11:58 pm.

Read:

Zelizer (ed.), *Obama*, chapters 1-4.

Week 9: Obama

Deadline:
Quiz and Discussion Posts: Sunday 10/22 at 11:58 pm.

Read:

Zelizer (ed.), *Obama*, chapters 5,7,9.

Week 10: Obama

Deadline:
Quiz and Discussion Posts: Sunday 10/29 at 11:58 pm.

Read:

Zelizer (ed.), *Obama*, chapters 12, 13, 16,17.

Week 11: Trump

Deadline:
Quiz and Discussion Post: Sunday 11/5 at 11:58 pm.

Read:

Zelizer (ed.), *Trump*, chapters 1-4.

Week 12: Trump

Deadline:
Quiz and discussion posts: Sunday 11/12 at 11:58 pm.

Read:

Zelizer (ed.), *Trump*, chapters 5-8.

Week 13: Trump

Deadline:

Quiz and discussion posts: Sunday 11/19 at 11:58 pm.

Read:

Zelizer (ed.), *Trump*, chapters 10,11,18,20.

Weeks 14-15: The Looming Crisis

Deadline:
Quiz and discussion posts: Sunday 12/3 at 11:58 pm.

Read:

Barbara Walter, *How Civil Wars Start and How to Stop Them*, chapters 1 and 7.

Other Deadline:

After Course: Wednesday 12/4 at 11:58 pm in Webcourses.
(This is the last assignment in this course.)

IX. Course Policies

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. I cannot accept open-ended extension requests. Note also that my flexibility on deadlines vanishes with the approach of the end of the semester.

NOTE: I do not control the schedule for Part B in Yellowdig. . I cannot give extensions in Packback, nor would it make sense since Yellowdig is a platform for exchange between participants. There is no point in joining a conversation that happened last week, since participants have already moved on to another theme.

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.
- The use of ChatGPT for the composition of your posts is forbidden.

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. Students found guilty of plagiarism will receive a failing grade for the entire course and may incur additional penalties.

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

accommodation 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 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.

Title IX

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at https://letsbeclear.ucf.edu and http://cares.sdes.ucf.edu/.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – http://oie.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services
- Diversity and Inclusion Training and Events
- UCF Compliance and Ethics Office & complianceandethics@ucf.edu
- Ombuds Office