

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

*The Ultimate Advantage is an Educated Mind*

### School of Arts and Humanities

#### The Presidency: Institution and Performance

**POLS630**

**3 Credit Hours**

**Length of Course: 8 Weeks**

**Prerequisite(s): None**

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#### Course Description (Catalog)

A dual perspective on the U.S. presidency that examines the institutional development while assessing the leadership behavior of office holders. Readings will critically evaluate conceptual strategies for understanding institutional development and leadership performance.

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#### Course Scope

This course will investigate all aspects of the **presidency**: the creation, development, and expansion of the office, as well as the president's relationship with various actors in American politics such as Congress, the judicial branch, the public, the bureaucracy, and political parties. We will examine presidential leadership styles and the ability of the president to steer domestic, economic, and foreign policy. The contemporary issues facing the United States and the president – such as energy policy – will also be explored.

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#### Course Objectives

**Course Objectives:**

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- 1) Explain the historical evolution of the presidency.
- 2) Examine the effects of the Progressive Era on the role of the president.
- 3) Assess the power of the executive branch in relation to the legislative and judicial branches.
- 4) Analyze presidential actions available to address a major policy issue.
- 5) Judge whether the imperial presidency construct has been affected more by the actions of individual presidents or by growing US global prominence.
- 6) Appraise the significance of the Vesting Clause in the Constitution.
- 7) Critique presidential leadership in forming legislation.
- 8) Generate an original hypothesis to explain relationships between presidential actions and historical events.

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### Course Delivery Method

This masters-level course will offer the student a highly interactive virtual classroom. Each week's lesson will have a course announcement, assigned readings, a discussion group question based on either course readings or an internet-based project, and lecture notes provided by the instructor. The course will allow the student to explore the decision a nation-state makes to go to war. The student is expected to fully participate in discussions, interact with the instructor and other students, and complete reading assignments in a timely manner.

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### Course Materials

1. Milkis, Sidney M. and Michael Nelson. *The American Presidency: Origins and Development, 1776-2011*. CQ Press. 6<sup>th</sup> edition, 2011.
2. Fred I. Greenstein. *The Presidential Difference: Leadership Style from FDR to Barak Obama*. Princeton: Princeton University Press, 3<sup>rd</sup> edition, 2009.
3. Additional articles and journals assigned throughout the class.

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### Evaluation Procedures

There are three evaluative components to this course: **(1)** eight Forum assignments (40% of total grade), **(2)** a mid-term essay exam (20%), **(3)** a research project (20%), and **(4)** a final essay exam (20%).

**(1) Forums.** There are eight weeks of Forum discussion questions based on readings. For full credit and to facilitate the best learning environment please follow these guidelines.

### Weekly Forum Guidelines:

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- You are expected to post an *initial* response to each Forum question by 11:55 pm ET on **Fridays**. All Forums should be *at least 500 words* in length. Note: This is a guideline to help avoid last minute posts and optimal discussion.
- You **must** post replies, of *at least 150 words*, to at least two of your fellow classmates by **Sunday, 11:55 PM Eastern Time**. This is the bare minimum. Higher grades require higher interaction.

**(2) Mid-term Essay Exam.** In Week 4, a mid-term essay exam consisting of 2 questions will be assigned. The mid-term exam represents 20% of your grade. Access to the mid-term exam is limited to Week 4 only.

**(3) Research Project: Alternative Explanation for Presidential Actions.** At the end of Week 7 (11:55 pm ET), your research project is due. This project represents 20% of your grade. Several milestones will be announced throughout the course to keep you on track.

**(4) Final Essay Exam.** In Week 8, a final essay exam consisting of 2 questions will be assigned. The final exam represents 20% of your grade. Access to the final exam is limited to Week 8 only.

<b>Grade Instruments:</b>	<b>% of Final Grade</b>
Forums	40%
Mid-term Exam	20%
Research Project	20%
Final Exam	20%
	100%

<b>Course Outline</b>				
<b>Week</b>	<b>Topic(s)</b>	<b>Learning Objective(s)</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
1	<b>American Presidency: The Historical Development</b>	<b>CO-1:</b> Explain the historical evolution of the presidency.	<b>Milkis</b> , Chapters 2 and 3 Week 1 Lesson Notes <i>Web Resources:</i> <a href="http://www.whitehouse.gov">www.whitehouse.gov</a> <a href="http://www.americanpresident.org">www.americanpresident.org</a> <a href="http://millercenter.org/president">http://millercenter.org/president</a>	<b>Forum: Virtual Introduction &amp; Seminar Discussion</b>  <b>Choose topic for research project</b>
2	<b>American Presidency:</b>	<b>CO-1:</b> Explain the historical evolution of	<b>Greenstein</b> , Chapters 2- 4	<b>Forum: Seminar</b>

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	<b>The Modern Presidency</b>	<p>the presidency.</p> <p><b>CO-5:</b> Judge whether the imperial presidency construct has been affected more by the actions of individual presidents or by growing US global prominence.</p>	<p><b>Milkis</b>, Chapters 8, 9, 11 and 13</p> <p>Week 2 Lesson Notes</p> <p><i>Web Resources:</i>  <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>  <a href="http://www.americanpresident.org">www.americanpresident.org</a>  <a href="http://millercenter.org/president">http://millercenter.org/president</a></p>	<b>Discussion</b>
<b>3</b>	<b>American Presidency: Reaction to the Imperial Presidency</b>	<p><b>CO-2:</b> Examine the effects of the Progressive Era on the role of the President.</p> <p><b>CO-6:</b> Appraise the significance of the Vesting Clause in the Constitution.</p>	<p><b>Greenstein</b>, Chapters 5, 6, 7, and 13</p> <p><a href="#">Healy – “Arrogance of Power Reborn: The Imperial Presidency and Foreign Policy in the Clinton Years”</a></p> <p>Week 3 Lesson Notes</p> <p><i>Web Resources:</i>  <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>  <a href="http://www.americanpresident.org">www.americanpresident.org</a>  <a href="http://millercenter.org/president">http://millercenter.org/president</a></p>	<p><b>Forum: Seminar Discussion</b></p> <p><b>Complete bibliography for research project</b></p>
<b>4</b>	<b>American Presidency: Relationship with Other Branches of Government</b>	<p><b>CO-2:</b> Examine the effects of the Progressive Era on the role of the President.</p> <p><b>CO-6:</b> Appraise the significance of the Vesting Clause in the Constitution.</p>	<p><b>Greenstein</b>, Chapters 8, 9, and 10</p> <p><b>Milkis</b>, Chapters 4, 5</p> <p><a href="#">Rachel Brand. "Judicial Appointments" Checks and Balances in Practice.</a></p> <p>Week 4 Lesson Notes</p> <p><i>Web Resources:</i> Access <a href="http://www.whitehouse.gov">www.whitehouse.gov</a></p>	<p><b>Forum: Seminar Discussion</b></p> <p><b>Mid-term Exam</b></p>

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			<a href="http://www.americanpresident.org">www.americanpresident.org</a>  American Government: The Three Branches  <a href="http://millercenter.org/president">http://millercenter.org/president</a>	
5	<b>American Presidency: Policymaking Process</b>	<p><b>CO-3:</b> Assess the power of the executive branch in relation to the legislative and judicial branches.</p> <p><b>CO-7:</b> Critique presidential leadership in forming legislation.</p>	<p><b>Greenstein</b>, Chapters 11 and 12</p> <p>Week 5 Lesson Notes</p> <p><i>Web Resources:</i>  <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>   <a href="http://www.americanpresident.org">www.americanpresident.org</a>   <a href="http://millercenter.org/president">http://millercenter.org/president</a></p>	<p><b>Forum: Seminar Discussion</b></p> <p><b>Complete rough draft of Research Project</b></p>
6	<b>American Presidency: Simulation Experience I</b>	<p><b>CO-3:</b> Assess the power of the executive branch in relation to the legislative and judicial branches.</p> <p><b>CO-4:</b> Analyze presidential actions available to address a major policy issue.</p>	<p>Hunt Allcott and Michael Greenstone. "Is There an Energy Efficiency Gap?"</p> <p>David Popp. "Induced Innovation and Energy Prices."</p> <p>Week 6 Lesson Notes</p> <p><i>Web Resources:</i> Access  <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>   <a href="http://www.americanpresident.org">www.americanpresident.org</a>   <a href="http://millercenter.org/president">http://millercenter.org/president</a>   <a href="http://energy.gov/science-innovation/energy-sources">http://energy.gov/science-innovation/energy-sources</a>   <a href="http://energy.gov/">http://energy.gov/</a></p>	<p><b>Forum: Simulation</b></p>

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7	<p><b>American Presidency: Simulation Experience II</b></p>	<p><b>CO-5:</b> Analyze a current foreign or domestic policy issue facing the United States.</p> <p><b>CO-8</b> Generate an original hypothesis to explain relationships between presidential actions and historical events.</p>	<p>Colleen J. Shogan and Thomas H. Neale. "The President's State of the Union Address: Tradition, Function, and Policy Implications."</p> <p>Garry Young and William B. Perkins. "Presidential Rhetoric, the Public Agenda, and the End of Presidential Televisions's 'Golden Age.'"</p> <p>Week 7 Lesson Notes</p> <p><i>Web Resources:</i> Access <a href="http://www.whitehouse.gov">www.whitehouse.gov</a></p> <p><a href="http://www.americanpresident.org">www.americanpresident.org</a></p> <p><a href="http://millercenter.org/president">http://millercenter.org/president</a></p> <p><a href="http://energy.gov/science-innovation/energy-sources">http://energy.gov/science-innovation/energy-sources</a></p> <p><a href="http://energy.gov/">http://energy.gov/</a></p>	<p><b>Forum: Simulation</b></p> <p><b>Final Research Project Due</b></p>
8	<p><b>American Presidency: Simulation Experience III</b></p>	<p><b>CO-5:</b> Judge whether the imperial presidency construct has been affected more by the actions of individual presidents or by growing US global prominence.</p> <p><b>CO-7:</b> Critique presidential leadership in forming</p>	<p><b>Greenstein:</b> Chapters 14, 15</p> <p>Week 8 Lesson Notes</p> <p><a href="http://www.whitehouse.gov">www.whitehouse.gov</a></p> <p><a href="http://www.americanpresident.org">www.americanpresident.org</a></p> <p><a href="http://millercenter.org/president">http://millercenter.org/president</a></p> <p><a href="http://energy.gov/science-innovation/energy-sources">http://energy.gov/science-innovation/energy-sources</a></p>	<p><b>Forum: Simulation</b></p> <p><b>Final Exam</b></p>

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		legislation.		
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			<a href="http://energy.gov/">http://energy.gov/</a>	
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## Academic Policies

Please see the [student handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

**Plagiarism Penalty:** The instructor has the option of awarding any assignment that has been found to have been plagiarized a zero. Subsequent violations may result in an F in the class.

[Extension Process and Policy](#)

## Course Policies

### EXTENSION POLICY

Course extensions will be very rare in this class. You are expected to complete your work in a timely manner. Therefore, there should be no need to request an extension. Please read the Student Handbook for the standards that must be met before considering submitting an extension request. In addition to these standards, **I will not approve extension requests except under extraordinary circumstances.** The following are NOT extraordinary circumstances: too busy at work, last minute work out-of-town (or country), too busy with life issues, got behind in your assignments, etc. There are very few acceptable excuses and all will require some form of documentation. The reason for this policy is simple. Students that are granted extensions rarely are successful in finishing the course. I want you to be successful and get the best experience from the classroom environment. Therefore, I expect you to keep up with your assignments and be 'present' in the classroom. If you do have an extraordinary circumstance arise that you feel qualifies you for an extension, you must contact me immediately to determine if it meets the aforementioned criteria.

### LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Submission of late assignments without prior approval is unacceptable and will result in the deduction of points for the assignment (usually in 5% increments). Repeated late submission of assignments may result in failure of the course.

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## WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font style.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

## CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow TURABIAN format. See the TURABIAN guides posted in the Web Resources section for additional assistance. All paraphrased or quoted work must have a citation or they will be considered plagiarized. When in doubt, cite. Since the majority of your work should be your own, please keep quotes to a minimum, or do not use them at all. To access the TURABIAN Style Manual, Click on:

◇ the Online Library

◇Tutorial and Student Studies Center

◇Information Literacy Style Manuals/Citations

◇Approved Manuals

◇Chicago/Turabian

## NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), : ), J

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## **DISCLAIMER STATEMENT**

Course content may vary from the outline to meet the needs of this particular group.

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## **Academic Services**

### **ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES**

The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to [orc@apus.edu](mailto:orc@apus.edu).

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** [Turnitin.com](http://Turnitin.com) is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students. Turnitin.com analyzes electronic submissions of student writing, compares them to the contents of a huge online database, and generates a customized Originality Report. The database used to produce this analysis contains a massive collection of documents available on the Internet from both free and commercial sources, as well as the full texts of all other papers that have been previously submitted to Turnitin.com.

The Similarity index is based on the amount of matching text to a submitted paper:

**Blue** = no matching text

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**Green** = one word to 24% matching

**Yellow** = 25 -49% matching text

**Orange** = 50-74% matching text

**Red** = 75-100% matching text

Your assignments will be automatically submitted to Turnitin through the assignment submission tab. There is no need for you to do anything. However, if your similarity index is above 25%, you should revise the submission and resubmit prior to the deadline. If it is above this percentage, generally it signals that you have not used enough of your own analysis or made an attempt to paraphrase the sources. You will find the APUS library writing center website helpful when trying to understand how to paraphrase from a source.

- **Request a Library Guide for your course:**  
(<http://apus.libguides.com/index.php>)
- The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:
  - Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
  - Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.
- If a guide you need is not available yet, please email the APUS Library: [librarian@apus.edu](mailto:librarian@apus.edu).

#### AIR FORCE GRADE POLICY-Not Accepting Grade Changes

(Please read the Air Force memo below)

It is important to let Air Force students know to submit any grade appeals or exception extension requests immediately upon the end of a course. If a corrected grade is not submitted within the Air Force deadline, the Air Force will force tuition reimbursement, even if a failing grade has now been changed to a passing grade.

It is also important that any Air Force students who appeal and receive a grade change from an F send a copy of their updated grade report immediately to [milta.reimb@us.af.mil](mailto:milta.reimb@us.af.mil) or take a copy into their Education office to request their grade be updated. Unfortunately the Air Force portal only allows our office the ability to post missing grades or change Incomplete grades in their online portal.

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We do not have access to change a grade in the AI Portal once a final grade has been submitted.

Excerpt from the Air Force Memo:

MEMORANDUM FOR ALL MAJCOM VOLUNTARY EDUCATION OPERATIONS  
A1KE AND FSS/FSDE SECTIONS

FROM: AF/A1DL  
1500 Perimeter Road, Ste 4750  
Jt Base Andrews, MD 20762

**Clarification:** Mil TA requests may be delayed or denied due to missing grades. Reimbursement actions will be initiated for grades not received within 60 days. It is the Airman's responsibility to ensure grades are received and posted in their official education record (AFAEMS) by the Education and Training Section. Airman will be given no more than 30-days from reimbursement notification to contact the academic institution to address final grade discrepancies and provide a corrected grade. After this time period has elapsed, reimbursement actions will be initiated. Refunds will not be given to members for grades changed from unsatisfactory to satisfactory after the 30-day due process or when a corrected grade is received. Once a reimbursement action is started, it will not be stopped or deferred if a new grade is submitted.

### **Selected Bibliography**

- Clarke Cochran et al. *American Public Policy An Introduction*, Belmont, CA: Thomson Wadsworth, 2006.
- Corwin Edward S. *The President: Office and Powers, 1787-1957*, New York, New York University Press, 1957.
- DiClerico, Robert. *The American President*. Englewood Cliffs, NJ: Prentice Hall, 1995.
- Greenstein, Fred I. *The Presidential Difference: Leadership Style from FDR to Barak Obama*. Princeton: Princeton University Press, 3<sup>rd</sup> edition, 2009.
- Milkis, Sidney M. and Michael Nelson. *The American Presidency: Origins and Development, 1776-2007*. CQ Press. 5<sup>th</sup> edition, 2008.
- Neustadt, Richard. *Presidential Power*. New York: John Willey and Sons 1980.
- Schlesinger, Arthur. *War and the American Presidency*. New York: W.W. Norton &

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Company, 2004.