

San José State University
Department of Political Science
Pols 106, The United States Presidency
Section 01, Fall 2021

Course and Contact Information

Instructor:	Dr. Mary Currin-Percival
Office Location:	Clark Hall 406L
Telephone:	(408) 924-5569 (messages not checked regularly)
Email:	mary.currinpercival@sjsu.edu (preferred method of contact)
Office Hours:	Mondays and Wednesday 12-1pm (and by appointment) via Zoom. Link is on Canvas.
Class Days/Time:	Tuesdays and Thursdays 2:15pm-3:30pm
Classroom:	Hugh Gillis Hall 116

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [One.SJSU](#) to learn of any updates. By enrolling in this course, you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. Be certain that SJSU has your current email address. Contact me within the first week if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

Communication

Canvas: You must check our Canvas course page regularly and read my announcements. This is a course requirement and is also very important for our simulation assignment. **Email:** I will make every effort to promptly return emails between 8am and 6pm M-F. If I do not respond within 48 hours, please send me another email. Sometimes my inbox gets a little flooded and I miss an email. Sometimes I mean to return an email and I just forget (we all do that). I will answer emails on the weekends and evenings periodically and more often before the exam and around assignment due dates. **Office Hours:** My Zoom office hours are listed at the top of this syllabus. Please do not hesitate to come by during these scheduled times or contact me to schedule an appointment. The link to my Zoom office hours is provided in our Canvas course page. I am available to meet with you by appointment if you have class or work during my regularly scheduled office hours.

Course Description

From the SJSU Catalog: Examination of the American presidency. Topics include the historical emergence of the presidency as an institution, the formal and informal powers of the modern

presidency, and the tension between the presidency and other federal institutions, most notably Congress.

Without a doubt, the American presidency is the most powerful political office in the world. Whether it is the vast arsenal of military might at his (so far, his) disposal, his ability to impact both the national economy as well as the economies of other nations, his power to shape the domestic agenda for decades through judicial appointments, the president is unparalleled in stature and influence. No one knows with any certainty the extent to which the preeminence of this office will continue into the future; few would dispute, however, the growth of the presidential power over the past 70 years. This course examines the American presidency from several perspectives, among them:

- The emergence of the presidency as an institution, from the past to the present.
- The contradictions and competing themes within the presidency.
- The tension between the presidency and other institutions, most notably Congress.

Required Readings

All readings are available on Canvas. You can find them under the “Readings” heading in the week’s module on Canvas. All readings are required and free for SJSU students to access. Please note that you may have to access a reading through the SJSU library. There will also be required videos posted on Canvas that are associated with the week’s topic. If you are not able to access a reading or video, please let me know asap.

Political Science Program Learning Outcomes

Upon completion of the Political Science major program, students should be able to demonstrate the following learning outcomes.

PSPLO1: Breadth

Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

PSPLO2: Application and Disciplinary Methods

Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO3: Communication Skills

Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

PSPLO4: Citizenship

Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

Mapping POLS 106 Course Learning Outcomes to Political Science PLOs	Program Learning Outcomes	Assessment Method
CLO1: Identify the important role of the president in the larger government structure.	PLO1	Midterm exam, final paper, in-class activities, simulation, debates, Better Know A President
CLO2: Describe the formal and informal powers of the presidency.	PLO1	Midterm exam, in-class activities, simulation, debates
CLO3: Express a historical perspective on the changing nature of presidential power.	PLO1, 2	Midterm exam, in-class activities, debate, final paper, Better Know A President
CLO4: Describe and explain the presidential nomination and election system.	PLO2, 3, 4	Exam, in-class activities
CLO5: Compare and contrast presidential leadership styles.	PLO2, 3	Midterm exam, in-class activities, Better Know A President, final paper

Other technology requirements

Computer labs and other resources for student use are available in:

[Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>

Laptops may be checked out at no cost from the [IRC](https://sjsuequipment.getconnect2.com) <https://sjsuequipment.getconnect2.com>.

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Workload Expectations: Succeeding in a Four-Unit Course

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week, with 3 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. Because this is a four-unit course, you can expect to spend a minimum of 9 hours per week, in addition to the time spent in class, on readings, assignments, and other course activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses. More details about student workload can be found in [University Policy S12-3](#).

Delineation of Workload for Four-Unit Course

Course Component	Student Work	Instructor Engagement
Regular 3 units (9 hours/week)	Readings and exam preparation, midterm exam, final paper, plagiarism tutorial, participation, in-class activities, Better Know A President, preparation for and participation in the in-class debates.	<ul style="list-style-type: none"> • Class contact hours. • Prepare in-class activities. • Provide written feedback on midterm exam, Better Know A President, debates, and in-class activities. • Provide written feedback on final paper. • Meetings with students about final paper. • Read drafts of final papers by request.
Activity 1 unit (3 hours/week)	Activities related to simulation. Readings, in-class and out-of-class group preparations for simulation.	<ul style="list-style-type: none"> • Prepare simulation. • Train students for simulation. • Assign students to simulation groups and meet with groups. • Evaluate individual and group performance in simulation.

Accessible Education

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. Notetaking services can be obtained for students with disabilities. Please see me in the first two weeks of the course so we can set this up as soon as possible.

Library Liaison

The library liaison for Political Science is available to answer questions and provide one-on-one help using the library for research. His name and contact info is: Paul Kauppila, Librarian (Political Science Liaison). He can be reached by telephone (408) 808-2042 or by email Paul.Kauppila@sjsu.edu.

Course Assignments

Plagiarism Tutorial (10 points)

Due: Thursday, 9/2 8pm

You must pass all of the modules of this tutorial with a score of at least 75%. If you complete the quiz on time and earn at least 75%, you will receive 10 points for the plagiarism quiz. Please note the following:

- The plagiarism tutorial is a requirement for the final paper. I will not accept this paper until you submit your tutorial quiz results (with at least 75% score) to me.
- You must **email** your plagiarism tutorial quiz results to me mary.currinpercival@sjsu.edu.

- **Please note:** The library **will not** send your results to me. You must forward to me the results the library sends to you. Do not send a screenshot of your quiz results. Forwarding to me the email ensures we both have a copy that includes your information.
- The date I receive your email with the forwarded results is the date of submission, regardless of the date you actually completed the quiz. The plagiarism quiz results are due by **8pm, 9/2**. Late quizzes will be penalized one point per day, beginning at 8:01pm, 9/2.
- If you have completed this quiz **within the last year** for another class, you may forward your previous results to me. You do not have to complete this quiz again (unless you earned lower than 75%).

In-class debates (50 points)

9/28 and 9/30 2:15pm

There are two in-class debates scheduled for this class; you will participate in one. Your grade on this assignment will be an individual grade, based on your individual performance in the debate and your group's performance in the debate. There will be some limited time available for groups to prepare in class during the semester; however, most of the preparation for the debate will occur online. Please don't attempt multiple out-of-class meetings; your schedules are insanely complicated and you don't want to get frustrated early. You can plan and prepare well working online collaboratively. Use our in-class meeting time to practice for your debate.

In-class activities (15 points each; 45 points)

9/9, 10/19, 11/14

These are short, small-group assignments related to the day's topic. You will be asked to do a group write-up using class materials and other research you conduct during class. I will pose a question to your group at the beginning of the activity time period and your group will have 20-25 minutes to complete the activity. Then you will share your response with the class via Canvas.

Midterm Exam (100 points)

Due: Friday, 10/29 8pm

The take-home midterm exam will consist of one short answer section (25 points) and one essay section (worth 75 points). Make-ups will only be allowed in accordance with the make-up policy described later in this syllabus. You will have 72 hours to complete the exam. You may only use notes, readings and videos from this course to complete the exam. Cite all sources using APA format and submit your exam via Canvas. A detailed prompt will be provided on Canvas.

Presidency Simulation (100 points)

11/18, 11/23, 11/30, 12/2 2:15pm

In weeks 14-16, you will be participating in an informative and exciting simulation. A prompt with detailed information will be distributed during week six. Simulation roles will be assigned by week 8. Please make note of the simulation dates and inform me during the first two weeks of the semester if you have planned absences that would fall under the make-up policy. If you miss a simulation day and your absence does not fall under the make-up policy, you will lose 15 points per missed day on the simulation grade.

Better Know A President (15 points each; 45 points total)

various dates

This is a really fun assignment that gives you the opportunity to learn more about specific presidents and the chance to teach your colleagues. You can also get really creative with this assignment! On three occasions, you will be part of a team that will do research on a group of presidents and then present this information to the class in two ways: a short 10-minute in-class oral presentation and information uploaded to Canvas that you and your colleagues can use to

prep for the exam, the final paper, and in-class activities. I will provide a prompt with additional information, but in short, your oral presentation will include a very brief bio and an overview of major accomplishments of each president. Your Canvas presentation will include the previous information and also links for additional reading, a meme (which you create), and a playlist for each president.

Final Evaluation (Final Paper) (100 points)

12/10 2:30pm

The final evaluation for this class is a 10-12-page research paper on a presidential domestic or foreign policy accomplishment. **The paper is due via Canvas submission on Friday, December 10th at 2:30pm**, the end of the scheduled final exam period for this class. Using academic and other reputable sources, you will analyze the historical and political significance of this policy and discuss the president’s strategies that led to its adoption. I will provide a detailed prompt for the assignment in week 5. I am happy to read paper drafts in person in office hours and by appointment as time permits. I cannot read paper drafts by email. ***I will not read paper drafts after 12/2 (the last class meeting day). This gives you just over a week to incorporate my comments and make changes to the paper you have been working on for 10-11 weeks.***

Extra credit

There will be occasional extra credit opportunities offered in class. These will usually consist of group research and short write-ups on the topics of the day and **will not be announced in advance**. You may also have an opportunity to watch a documentary, attend a political talk, or attend political event and write a short response paper for extra credit added to an assignment. I will elaborate upon this (and announce events) later in the semester. Make-up extra credit opportunities will only be offered in accordance with the make-up policy below.

Determination of Grades

Your grade will be calculated as follows. You may keep track of your grade in the class on the CANVAS course website.

	Points
Plagiarism Tutorial	10
In-class activities (15 points each)	45
Midterm Exam	100
In-Class Debate	50
Better Know A President (15 points each)	45
Simulation	100
Final Paper	100
Total	450

Your final grade will be calculated by dividing your total points by 450. For example, consider the following: Total points = 415. $415/450 = .922 = 92\%$. Using the scale below, this individual would be assigned an A-. Final letter grades for the course will be assigned based on the following scale:

Grade	Percentage
A plus	98 to 100%
A	93 to 97%
A minus	90% to 92%
B plus	87% to 89%
B	83% to 86%
B minus	80% to 82%
C plus	77% to 79%
C	73% to 76%
C minus	70% to 72%
D plus	67% to 69%
D	63% to 66%
D minus	60% to 62%
F	59% or less

Make-up/Late Policy

There are no make-up exams, debates, presentations, in-class activities, simulation points, or extra credit without appropriate documentation (e.g., serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, family emergency) that you were unable to complete the assignment on time or participate in class. Please note the dates of the simulation, in-class activities, debates, assignments, and exam, and let me know if you have a university-sanctioned event (with documentation) within the first two weeks of the course. These are graded activities that contribute toward your total grade on these projects. This is not an attendance grade.

If you are seriously ill, you must notify me as soon as possible by email or on my office voicemail that you will be unable to complete an assignment on time. Except in cases of documented medical emergency, you **MUST** notify me **before** the scheduled assignment. Out of fairness to your colleagues, work, missing an alarm, and generally not feeling well will not be accepted excuses for missing assignments or attending a class activity. Be certain you schedule all of our assignments right away. If you have a vacation or social obligation, considering taking this course during another session, as these types of events do not fall under the make-up policy.

The final paper is the final exam and cannot be submitted late except in the event of medical or family emergency or military orders. Documentation must be provided.

Classroom Protocol

Cell phones, laptops, and other electronic devices--Because it is so easy to get distracted by email, Instagram, news, funny cat videos, and assignments for other classes, laptops and other electronic devices need to be put away during class except when working on our in-class activities, and debate or simulation prep. You are welcome to keep your cell phone on vibrate for emergency messages, but do not keep it on your desk. If you need to use your phone for emergency reasons, please leave the classroom. Students who violate the classroom electronics policy more than twice may be asked to leave.

Be sure to wear your facemask in the classroom while the mask mandate is in effect. If you need a mask, I usually have some disposable ones.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. **You must obtain the instructor's permission to make audio or video recordings in this class.** Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. **You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.**”

You **may not** make audio or video recordings in this class without my written permission. You must also obtain the explicit permission of every student in the class in order to record lectures, except in the case of academic accommodations. Do not distribute any assignments, exams, prompts, or materials provided to you on Canvas or in class from this course without my explicit permission. **Do not distribute your colleagues' work submitted on Canvas without their explicit permission.** Violation of these policies will be reported to the Office of Student Conduct and Ethical Development.

Attendance

“Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated.” <http://www.sjsu.edu/senate/docs/F15-12.pdf>. If you

miss class, please notify me as soon as possible. It is your responsibility to find out what you missed. If you are unable to get into the building, please ask a fellow student to let you in.

University Policies

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#).

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. **Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.** Visit the [Student Conduct and Ethical Development](#) website for more information.

Political Science Department Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks. Ideas from others must also be referenced. Failure to cite your sources constitutes academic misconduct, which carries with it serious sanctions. A tutorial on citations is available at <http://libguides.sjsu.edu/writeandcite>. The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center visit <http://www.sjsu.edu/writingcenter/>.

Pols 106 The United States Presidency, Fall 2021 Course Schedule

The schedule below is subject to change with fair notice (provided in class, by email, or on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs 8/19	Introduction to course Review course syllabus and Canvas website. Read 1. Course Syllabus Assignment 1. Online Plagiarism Tutorial Due 9/2 8pm
2	Tues 8/24	Creating the Presidency Read 1. U.S. Constitution, pay close attention to Article II and Article I. All readings and videos are available on Canvas. Assignment 1. You will be assigned to debate teams by Thursday. Please email me your first, second, and third preference no later than 5pm Wednesday 8/25. Debate 1: Eliminate the Electoral

Week	Date	Topics, Readings, Assignments, Deadlines
		College. Pro team wants to eliminate it. Debate 2: Repeal the 22 nd Amendment. Pro team wants to repeal it.
2	Thurs 8/26 Read Assignment	Creating the Presidency 1. Federalist #51, 69, and 70 1. Better Know A President 1: Washington and Adams 2. In-class Debate Prep. Work in class with your debate teams.
3	Tues 8/31 Read Assignment	The Emerging Presidency and Jeffersonianism 1. Thomas Jefferson, Aaron Burr and the Election of 1800 2. Balleck, B. J. (1992). When the ends justify the means: Thomas Jefferson and the Louisiana Purchase. <i>Presidential Studies Quarterly</i> , 679-696. 3. James Madison 4. Federalist #78 5. <i>Marbury v. Madison</i> (1803) 1. Better Know A President 2: Jefferson and Madison 2. In-class Debate Prep. Work in class with your debate teams.
3	Thurs 9/2 Read Watch Assignment	Jeffersonianism 1. James Monroe: The 5 th President of the United States 1. The Monroe Doctrine 1823 1. Plagiarism quiz results due (forward your results from the MLK Library to me at mary.currinpercival@sjsu.edu) no later than 8pm tonight. Late period begins 8:01pm. 2. Better Know A President 3: Monroe and JQ Adams
4	Tues 9/7 Read Assignment	The Age of Jackson 1. Andrew Jackson 2. Why Andrew Jackson's Legacy Is So Controversial 1. Better Know A President 4: Jackson, Van Buren, and Harrison
4	Thurs 9/9 Read Assignment	The Age of Jackson 1. Why is James Buchanan considered one of America's worst presidents? 2. Dred Scott Case 1. In-class activity 1 today 2. Better Know A President 5: Tyler, Polk, and Taylor 3. Better Know A President 6: Filmore, Pierce, Buchanan
5	Tues 9/14	Election Day—No class. I am available on the 7 th St. Plaza if you have questions about the election or about the class. Keep in mind that that the election work I do is nonpartisan. You may also use this

Week	Date	Topics, Readings, Assignments, Deadlines
		time to work with your debate team after you vote or if you have already voted.
5	Thurs 9/16	Abraham Lincoln: Presiding During Crisis
	Read	1. Abraham Lincoln
	Watch	1. History in Five: Abraham Lincoln and the Emancipation Proclamation
	Assignment	1. Better Know A President 7: Lincoln
6	Tues 9/21	Abraham Lincoln: Presiding During Crisis Post-Lincoln: Presidential Power Reexamined
	Read	1. Eric Foner, "Our Lincoln," The Nation, January 7, 2009. 2. Eric Foner, Why Reconstruction Matters
	Assignment	1. Better Know A President 8: A. Johnson, Grant, and Hayes
6	Thurs 9/23	Post-Lincoln: Presidential Power Reexamined
	Assignment	1. Better Know A President 9: Garfield, Arthur, and Cleveland (both times) 2. Better Know A President 10: Harrison and McKinley 3. In-class Debate Prep
7	Tues 9/28	
	Assignment	1. Debate 1 in class
7	Thurs 9/30	
	Assignment	1. Debate #2 in class
8	Tues 10/5	The Expansion of Presidential Power
	Read	1. Jessica Sheffield. THEODORE ROOSEVELT, "CONSERVATION AS A NATIONAL DUTY" (13 May 1908)
	Watch	1. History in Five: Doris Kearns Goodwin on Roosevelt, Taft and the Progressive Era
	Assignment	1. Better Know A President 11: T. Roosevelt, and Taft
8	Thurs 10/7	The Expansion of Presidential Power
	Read	1. Woodrow Wilson: THE 28TH PRESIDENT OF THE UNITED STATES 2. Elmer Cornwell, "Coolidge and Presidential Leadership," Public Opinion Quarterly, 21:2 (1957), 265-278.
	Assignment	1. Better Know A President 12: Wilson, Harding, Coolidge, and Hoover
9	Tues 10/12	Economic Crisis and Presidential Power
	Read	1. <i>Youngstown Sheet & Tube Co. v. Sawyer</i> , 343 U.S. 579 (1952) 2. <i>Korematsu v. United States</i> 323 US 214 (1944)

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>3. Bruce Miroff. The Original Hundred Day: Franklin D. Roosevelt</p> <p>Assignment</p> <p>1. Better Know A President 13: FDR</p>
9	Thurs 10/14	<p>Read</p> <p>Presidential Power and War</p> <p>1. Evan Thomas. Dwight D. Eisenhower: The War Hero</p> <p>2. Mark Graber, "Counter-stories: Maintaining and Expanding Civil Liberties in Wartime."</p> <p>Assignment</p> <p>1. Better Know A President 14: Truman and Eisenhower</p>
10	Tues 10/19	<p>Read</p> <p>Personalizing the Presidency</p> <p>1. Larry Sabato, "John F. Kennedy: Bearing Liberty's Burden"</p> <p>2. Jeff Faust. A Giant Step For Mankind: The U.S. Space Program</p> <p>3. Michael Beschloss. The First Hundred Days: Lyndon B. Johnson</p> <p>4. Selma to Montgomery March</p> <p>5. Voting Rights Act</p> <p>Watch</p> <p>1. The Assassination of John F. Kennedy</p> <p>2. March from Selma to Montgomery American Freedom Stories Biography</p> <p>Assignment</p> <p>1. Better Know A President 15: Kennedy and Johnson</p> <p>2. In-class activity 2</p>
10	Thurs 10/21	<p>Read</p> <p>Personalizing the Presidency</p> <p>1. Train, R. E. (1996). The environmental record of the Nixon administration. <i>Presidential Studies Quarterly</i>, 26(1), 185-196.</p> <p>2. Tim Naftali. Ronald Reagan's Long-Hidden Racist Conversation with Richard Nixon. <i>The Atlantic</i></p> <p>3. Natoli, M. D. (1980). Guest Editorial: The Vice Presidency: Gerald Ford as Healer?. <i>Presidential Studies Quarterly</i>, 10(4), 662-664.</p> <p>Watch</p> <p>1. Watergate: Inside the scandal that took down a presidency</p> <p>2. The Unknown History of Jimmy Carter 5 Things You Didn't Know</p> <p>Assignment</p> <p>1. Better Know A President 16: Nixon, Ford, and Carter</p>
11	Tues 10/26	<p>Read</p> <p>The Reagan Era</p> <p>1. Moe and Howell, "Unilateral Action and Presidential Power: A Theory," <i>Presidential Studies Quarterly</i>. December 1999</p> <p>2. Greenstein, "Ronald Reagan: Another Hidden Hand Ike?" <i>PS</i></p>

Week	Date	Topics, Readings, Assignments, Deadlines
	Watch	1. History in Five: The Political Rise of Ronald Reagan
	Assignment	1. Better Know A President 17: Reagan and G. Bush
11	Thurs 10/28	Clinton, Divided Government, Impeachment, and Presidential Power
	Read	<ol style="list-style-type: none"> 1. The Clinton Impeachment and its Fallout 2. Legacy of the Clinton Administration 3. Needham, C. (2005). Brand leaders: Clinton, Blair and the limitations of the permanent campaign. <i>Political studies</i>, 53(2), 343-361.
	Assignment	<ol style="list-style-type: none"> 1. Better Know A President 18: Clinton 2. Midterm Exam Due on Canvas FRIDAY 10/29 8PM
12	Tues 11/2	George W. Bush and Expanded Presidential Power
	Read	<ol style="list-style-type: none"> 1. Cohen "At Opposite Ends of Pennsylvania Avenue" 2. Ron Suskind, "Faith, Certainty and the Presidency of George W. Bush," <i>New York Times Magazine</i>, October 17, 2004. 3. <i>Bush v. Gore</i>, 531 U.S. 98 (2000).
	Assignment	1. Better Know A President 19: G.W. Bush
12	Thurs 11/4	Obama: Polarization and the Presidency
	Read	<ol style="list-style-type: none"> 1. Ta-Nehisi Coates, "Fear of a Black President," <i>The Atlantic</i>, September 2012. 2. Jonathan Chait. Doughfaces. 3. Jeremy Shapiro, "Republican foreign policy manifesto: Obama is weak and I am strong" <i>New York Times</i>, Aug. 7, 2015 4. DeBonis, Mike, 2016. "It's Official: President Obama Has Broken Up with Congress." <i>Washington Post</i>, January 13. 5. <i>Citizens United v. Federal Election Commission</i>, 558 U.S. 310 (2010). 6. Brennan Center for Justice. <i>Shelby County v. Holder</i>
	Assignment	<ol style="list-style-type: none"> 1. Better Know A President 20: Obama 2. In-class activity 3 today
13	Tues 11/9	The Trump Presidency
	Read	<ol style="list-style-type: none"> 1. Dan P. McAdam, "The Mind of Donald Trump," The Atlantic, June, 2016 2. Julia Azari, "Trump's presidency signals the end of the Reagan era," <i>vox.com</i>, December 1, 2016 3. Stolee, G., & Caton, S. (2018). Twitter, Trump, and the base: A shift to a new form of presidential talk?. <i>Signs and society</i>, 6(1), 147-165.
	Assignment	<ol style="list-style-type: none"> 1. Better Know A President 21: Trump 2. In-class Simulation Prep

Week	Date	Topics, Readings, Assignments, Deadlines
13	Thurs 11/11	Veteran's Day No class (campus closed)
14	Tues 11/16	The Biden Presidency
	Read	<ol style="list-style-type: none"> 1. Biden Signs Juneteenth National Independence Day Act NBC News 2. Remarks by President Biden on Afghanistan
	Watch	<ol style="list-style-type: none"> 1. Dr. Cornel West Compares FDR's New Deal and President Biden's Infrastructure Bills
	Assignment	<ol style="list-style-type: none"> 1. Better Know A President 22: Biden 2. In-class Simulation Prep
14	Thurs 11/18	Simulation
15	Tues 11/23	Simulation
15	Thurs 11/25	Thanksgiving Holiday Break no class (campus closed)
16	Tues 11/30	Simulation
16	Thurs 12/2	Simulation
Final "Exam"		The final evaluation for this class is the final paper (the research paper). It is due at the end of the scheduled final exam period for this class. The paper is due via Canvas submission on Friday, December 10th at 2:30pm.