
UNIVERSITY OF TEXAS AT EL PASO
Political Science 4311: The Presidency
Fall 2019

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Office Hours: MW 1:30-2:30pm or by appointment

Course Registration Number: 18079
Classroom: Quinn Hall 206
Date/Time: MW 10:30am - 11:50am

Course Overview

This course examines the modern American presidency and the primary relationships and responsibilities that influence and explain presidential behavior and performance. We will focus on presidential influence and behavior in the context of a variety of topics, including public expectations, campaigns and elections, rhetoric and speechmaking, the permanent campaign, news coverage, decision-making on foreign and domestic policy, management and organization, and the presidency in a separated system. Throughout this course, we will concentrate on relationships that affect presidents because we want to explain presidential behavior and its consequences. In doing so, you will learn to think more systematically about the presidency. Please also note that course assignments and assessments are developed in line with UTEP's "Edge Advantages" goals. In line with UTEP's Edge mission, portions of the class will deal with civic engagement issues and the prospects for key policy reforms in the current political environment, as well as provide opportunities for students to engage in their communities to affect change through voter registration efforts and other means. I look forward to working with you during the course of the semester and encourage you to be active in our class activities and discussions.

Course Objectives and Learning Outcomes

Learning outcomes relevant to Social and Behavior Sciences (SBS) and in line with UTEP's Edge Mission - Students can expect to learn the following by the end of this course:

- (1) to define, understand, and use concepts and terms relevant to the study of the American Presidency (Targeted Edge Advantages: Critical thinking, Problem solving)
- (2) to apply a body of factual knowledge directly relevant to understanding the role of government across a range of presidential administrations, and, more broadly, in community engagement activities to build communication skills and develop applicable community-based critical thinking skills (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Social responsibility)
- (3) to apply a body of factual knowledge and to critique and test major theses directly relevant to analyzing the effects of historical, social, political, economic, and global forces on the office of the presidency (Targeted Edge Advantages: Communication, Critical thinking, Problem solving, Leadership, Confidence, Global Awareness, Social responsibility)

- (4) to recognize and formulate testable hypotheses relevant to the study of the presidency and, more broadly, in community engagement activities to develop applicable community-based research skills and knowledge (Targeted Edge Advantages: Critical thinking, Problem solving, Leadership)
- (5) to apply knowledge and general theories from the literature to evaluate the current events and conditions related to the presidency and, more broadly, increase and strengthen ethical skills as well as social justice and social responsibility awareness related to voter registration and other community engagement activities (Targeted Edge Advantages: Communication, Leadership, Confidence, Global Awareness, Social responsibility)

Objectives for Good Citizenship

As a member of this classroom it is vital that you to adhere to the following principles of professionalism:

- interpret the consequences of one’s own actions (unprofessional conduct will be dealt with swiftly through the university),
- have responsible civic engagement—that is,
 - respect different points of view and different cultures
 - work effectively as a leader and/or member of the class
 - articulate the value of a diverse and global perspective in the workplace and society

Grades

Grades will be based on two exams of multiple-choice questions and short-answer essays (the first counting 25% and the second counting 30%), a community engagement component worth 20%, a class paper worth 15%, and in-class attendance and participation that counts for 10% of the grade. Please note that I do not give out grades by telephone.

Grading/Exams	
Attendance and Participation	10%
Class Paper	15%
Community Engagement (20 hrs.)	20%
Midterm Exam	25%
Final Exam	30%
<i>Total</i>	<i>100%</i>

Final grades are based on accumulated weighted points, rounded to the 2nd decimal:

Final Grade Scale
≥ 89.50% = A
89.49 – 79.50% = B
79.49 – 69.50% = C
69.49 – 59.50% = D
≤ 59.50% = F

I will not change grades. You have the opportunity to earn extra credit in this class so there is no reason to consider grade changes. If you are concerned about your grade, please come and see me during my office hours. This is particularly important if your grade on the first exam is not what you expected. I will not change the grade, but I can give you feedback and suggestions on how to improve your performance in the class.

Required Textbook

The course includes one required textbook as listed below. In addition, there will be a variety of other supplemental reading materials in the form of key chapters and journal articles that I will provide as extra documents that students can download (see the course schedule below for details).

Required Textbook:

Edwards, George C. III, Kenneth R. Mayer, and Stephen J. Wayne. 2019. *Presidential Leadership: Politics and Policy Making, Tenth Edition*. Lanham, MD: Rowman and Littlefield.*

**Available in hard copy, rental, and ebook formats – all are acceptable options.*

Classroom Policies

- In-class attendance and participation counts for 10% of the final grade. Accordingly, you must attend and participate in class to earn an “A.” Students will be asked to sign an attendance sheet for each class meeting. I expect everyone to attend class on the scheduled dates and times. This means coming to class alert, willing to ask and answer questions, and prepared to contribute intellectually to the class discussions. Remember that you are expected to have completed the weekly readings before the class meeting. Coming to the class prepared is important particularly because when calculating your final grade, I will consider your class participation. In addition, exams will cover material from the readings and the lectures, so doing just one or the other will leave you at a disadvantage. If I consistently detect a pattern of only a few students reading, there will be graded “pop-quizzes,” which will account for 10% of the final grade. Note that the class participation portion of each student’s grade is non-negotiable and left solely to the discretion of the instructor.
- I will deduct a full letter grade for a late assignment for each day it is late after the due date (including weekends). For example, a “perfect” assignment turned in two days late would receive an 80 out of a 100.
- Make-up exams will only be given if you have a university excused absence and follow university guidelines (see “Excused Absences” section below for more details). If you miss a test due to an emergency or illness, or if you have a university-approved excuse ahead of time, you must notify me *as soon as possible* to arrange a make-up exam. Note that if you miss an exam, I expect you to contact me *immediately* afterward (I expect later that day or the following day at the latest). You may contact me by e-mail, telephone, or visit during office hours to arrange a make-up. If you miss a test and do not have a university acceptable excuse, you will receive a “0” on the test. Keep in mind that a make-up exam may be of a different format than the original exam.

Excused Absences

I will excuse absences only when a student participates in an official university-recognized activity, observes a recognized religious holiday of her/his faith that happens to coincide with a class meeting, is called to and participates in active military service for a reasonably brief period, or confronts extraordinary circumstances, such as a prolonged illness, extended jury duty, or a major personal crisis. Any excused absences must be documented. Please do not ask me to excuse absences for minor illnesses or scheduling conflicts (e.g. sports practices or games, play rehearsals, meetings, conferences, appointments with other professors or advisors, student teaching, doctor's appointments, court dates, jobs, job interviews, having your cable installed, etc.). I am aware that students have other interests and obligations, but you should nevertheless make this class a priority. If you are likely to have recurring conflicts, please take another course.

See the academic regulations in the UTEP Undergraduate Catalogue for a list of excused absences: <http://academics.utep.edu/Default.aspx?tabid=54418>. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

E-mail Protocol

When e-mailing me, please put the course and section number in the subject line. In the body of your e-mail clearly state your question. At the end of your e-mail, be sure to put your first and last name and UIN. Do not e-mail me about information you can obtain from the syllabus. I do not answer substantive material from lectures or readings via e-mail as it is not an effective means of communicating. If there is class material you are confused about, please come and see me during my office hours.

Community Engagement (Blackboard Getting Started Tips)

When you log into our Blackboard course page, you will see the section with full instructions and forms to get started on your community engagement activities (worth 20% of the grade). For this, you will need to follow a few key step-by-step instructions to get started and complete the work:

1. Fill out and submit to me (a) the student contract form and (b) the UTEP release form (send both to me BEFORE starting any activity). I can submit these to the UTEP Center for Community Engagement office on your behalf.
2. For the portion of your activities related to voter registration, please first get ahold of some blank voter registration forms (I and the CCE have some here on campus and they are also available at your local elections office -- here is the link to the El Paso office contact/address info: https://epcountyvotes.com/see_more/contact_us) and provide these forms to interested people so they can fill them out and submit them on their own (Note: do not fill them out yourself unless you are trained and deputized to do so, which then requires that you submit the forms on their behalf by a certain deadline). Unless you are already willingly trained, deputized, and ready to do the actual paperwork/submissions yourself, I strongly suggest you take the easier route of handing out registration forms to interested people and letting them know they can easily fill out the forms and simply drop them in a mailbox (no stamp required) for submission to

their local elections office.

Note: For those of you who are local to El Paso, here are two helpful links -- one to voter registration information provided by the El Paso County Elections Office and a second link to the printable Voter Registration Application for El Paso residents:

https://epcountyvotes.com/voter_information/voter_registration

<https://el-paso-county->

[elections.s3.amazonaws.com/documents/files/000/000/800/original/EL_Paso_2016_VR17.pdf?1462227051](https://el-paso-county-elections.s3.amazonaws.com/documents/files/000/000/800/original/EL_Paso_2016_VR17.pdf?1462227051)

3. Read through the UTEP Volunteer Tip Sheet (Reminders for conducting your activity, no submission required for this)

4. Once you have completed your activities, fill out (a) the student time sheet (Note: For voter registration activities, please make sure to keep track of **BOTH** the number of hours you served **AND** the number of individuals you helped get registered to vote [you can write it right next to your number of hours] so I can keep records for UTEP, thank you!) and (b) reflection sheet, and then send them to me via email scan. I can submit these to the UTEP Center for Community Engagement on your behalf.

[**Targeted Edge Advantages:** Leadership, Confidence, Global Awareness, Social Responsibility, Communication]

Extra Credit

If, during the semester you have zero absences, three bonus points will be added to your final grade. Having only one absence will earn you two extra points and if you have only two absences, you will get one extra point. If you have more than two absences, you will not receive extra credit points. University-excused absences will not be counted against you, so long as you provide documentation the day you return to class. Again, it is your responsibility to document excused absences in a timely fashion. Other extra credit opportunities are at the sole discretion of the instructor and will be assigned in-class.

Plagiarism and Academic Dishonesty

Academic integrity and standing require a respect and adherence to the grading policies, rules against cheating, and plagiarism. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be subject to disciplinary action. Students may be suspended or expelled from UTEP for such actions. For further information, please refer to <http://studentaffairs.utep.edu/Default.aspx?tabid=4386>.

On Cheating and Complicity

Cheating includes looking at another student's examination, using cheat sheets or other unauthorized notes during an exam, having others conduct research or prepare work that you turn in as your own (includes the use of commercial term paper companies, buying answer sets from a tutoring company, or obtaining answers from other unauthorized sources). Complicity,

meanwhile, refers to any collaboration for aiding others in the act of cheating, including allowing others to cheat off of your paper, taking an exam for another student, or providing another student's signature in their absence for in-class assignments or attendance sheets. You may also not submit work for this class that you did for another class without my expressed consent.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the university regarding services for students with disabilities.

Copyright Statement for Course Materials

The course materials used in this course are copyrighted. By course materials, I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lecture notes and PowerPoint slides, in-class materials, review sheets, and additional problem sets. This also includes any information posted on the course webpage. Because these are copyrighted, you do not have the right to distribute the course materials, unless I expressly grant permission.

Course Schedule

<p>*Note: This is a provisional schedule of our course. With advanced notice, I may introduce specific changes based on progress in class.</p>		
Monday	8/26	<p>The Presidency: Welcome and Introduction Course introduction: discuss syllabus, schedule, key requirements, and community engagement opportunities. Readings: <i>Presidential Leadership</i>, Chapter 1 *Details provided for the 8/28 and 8/29 TRR Community Engagement Event Presentations (Flyer will be posted/emailed; see also below). **Please order/buy your required textbook to have in hand ahead of next week (and be sure to read Ch. 1 by then if you have not already done so).</p>
Wednesday	8/28	<p>Class and Conference Activities (CE Credit Options) “Trauma, Resilience & Resistance” UTEP Program, Community Engagement Event Presentations (DAY 1) 9am-7pm @ UTEP Blumberg Auditorium <i>*Attendance in addition to regular class time earns CE hour credits</i> Dr. Villalobos presentation “Seeing us in Them: Love and Empathy in Times of Hate” @ 9am-10am for those who wish to attend for CE credit.</p>
Thursday	8/29	<p>NO CLASS – Extra Conference Activities Day (CE Credit Options) “Trauma, Resilience & Resistance” UTEP Program, Community Engagement Event Presentations (DAY 2) 9am-7pm @ UTEP Blumberg Auditorium <i>*Attendance earns CE hour credits</i></p>
Monday	9/2	<p>NO CLASS – Labor Day (Holiday)</p>
Wednesday	9/4	<p>The Powers and Paradoxes of the Presidency Readings: <i>Presidential Leadership</i>, Chapter 2</p>
Monday	9/9	<p>The Nomination Process: Running for the White House Readings: <i>Presidential Leadership</i>, Chapter 3</p>
Wednesday	9/11	<p>Presidential Elections: The Electoral College Readings: <i>Presidential Leadership</i>, Chapter 4 <i>Readings in Presidential Politics</i>, “The Flawed Foundations of the Electoral College,” Chapter 2</p>
Monday	9/16	<p>Presidents, the Public, and the Expectations Gap Readings:</p>

		<i>Presidential Leadership</i> , Chapter 5 <i>Readings in Presidential Politics</i> , “Why Presidents Break Promises,” Chapter 1
Wednesday	9/18	Presidential Power: Leader or Clerk and the Power to Persuade Readings: <i>Presidential Power</i> , Chapters 1 & 3
Monday	9/23	The Rhetorical Presidency, Going Public, and the Permanent Campaign Readings: <i>Presidential Leadership</i> , Chapter 6 <i>Governing by Campaigning</i> , Chapter 1
Wednesday	9/25	On Deaf Ears: Does the Public Respond? Readings: <i>Readings in Presidential Politics</i> , “Limits of the Bully Pulpit,” Chapter 7
Monday	9/30	Presidents, Polling, Pandering, and Manipulation: Who Leads Whom? Readings: “Presidents and Polling: Politicians, Pandering, and the Study of Democratic Responsiveness” (Article)
Wednesday	10/2	Presidential Network News Coverage Readings: <i>Presidential Leadership</i> , Chapter 7 Villalobos 2012 (Chapter)
Monday	10/7	Review for EXAM 1
Wednesday	10/9	EXAM 1
Monday	10/14	NO CLASS – International Organization of Social Sciences and Behavioral Research (IOSSBR) Conference *Work on community engagement hours and class paper project
Wednesday	10/16	Structure and Decision-Making: Organization, Advisory Systems, and Style Readings: <i>Presidential Leadership</i> , Chapters 8 & 9 Villalobos et al. 2014 (Article)
Monday	10/21	Presidential Appointments: Politicizing the Bureaucracy Readings: <i>Readings in Presidential Politics</i> , “Why Not the Best?” Chapter 12 <i>Presidential Leadership</i> , Chapter 10

Wednesday	10/23	Czars in the White House: The Policy Czar Debate Readings: Vaugh & Villalobos 2012 (Chapter)
Monday	10/28	The President in the Legislative Arena: Strategy and Skills Readings: <i>Presidential Leadership</i> , Chapter 11 <i>Governing by Campaigning</i> , Chapter 5 “Building Coalitions” (Article)
Wednesday	10/30	Rhetoric vs. Policy in Presidential Leadership of Congress <i>Presidential Leadership</i> , Chapter 11 Villalobos et al. 2012; Villalobos 2013 (Articles)
Monday	11/4	Power without Persuasion: Rethinking the Foundations of Executive Influence Readings: <i>Readings in Presidential Politics</i> , “Power Without Persuasion,” Chapter 4
Wednesday	11/6	Presidential Federalist Philosophies: Ironies and Paradoxes Readings: Villalobos 2013 (Chapter)
Monday	11/11	The President and the Supreme Court Readings: <i>Presidential Leadership</i> , Chapter 12
Wednesday	11/13	Presidents and Domestic/Economic Policy Readings: <i>Presidential Leadership</i> , Chapter 13
Monday	11/18	Foreign Policy: Presidents versus Congress on National Security Readings: <i>Presidential Leadership</i> , Chapter 14 <i>Readings in Presidential Politics</i> , “What is the Appropriate Role of Congress in National Security Policy?” Chapter 10 Sirin & Villalobos 2018 (Chapter)
Wednesday	11/20	Where Does the Buck Stop? Presidential Appraisals Villalobos & Sirin 2011 (Article)
Monday	11/25	Presidential Policy and Influence and Impact of Group Empathy Sirin, Valentino, & Villalobos (Forthcoming Book Chapter)

Wednesday	11/27	NO CLASS – THANKSGIVING HOLIDAY *Work on community engagement hours and class paper project
Monday	12/2	Future of the Presidency: Reappraising Power and Looking Ahead Readings: <i>Presidential Power</i> , Chapters 9 & 10
Wednesday	12/4	Prep Day - Review for FINAL EXAM *Class Papers Final Due
Friday	12/13	FINAL EXAM – 10:00am to 12:45pm (Quinn Hall 206)