

POLS 302: The American Presidency
Occidental College
Updated March 5, 2023

Spring Semester, 2023
Mondays and Wednesdays
4:05-5:30 PM
Room: Johnson 104

Instructor: Dr. Isaac Hale (he/him)
Email: halei@oxy.edu
Office Hours: Monday/Wednesday/Friday, 10:00 – 11:00 AM
Office: Johnson Hall 308

Course Description

What is the American presidency? Is it a person? A branch of government? An institution with powers and constraints? The answer to all these questions is “yes”! Who the president is matters a lot: they control most of the federal bureaucracy, control most federal appointments, appoint judges, and have massive discretion over foreign policy. However, the presidency is also bigger than one individual: the office has changed significantly over time, both in terms of its powers and its constraints. In this class we will focus on the presidency at both an individual and institutional level. We will examine: 1) presidential nominations, 2) presidential elections, 3) presidential powers, and 4) the institutional presidency. We will look at how each of these facets of the presidency has evolved over time and how they manifest in modern presidential politics. The 2020 election and the Trump and Biden presidencies will be central to this course.

Since this is an upper division course, it is my expectation that you have a baseline knowledge of the structure of American government. As such, we will not be devoting much time in class to basic civics (e.g., checks and balances, the three branches of government, etc.). If you do not feel comfortable with these subjects, I highly encourage you to brush up at the beginning of the semester and come to my office hours if you have questions.

One final note – this course is meant to be fun! While the material in this class will often get into the weeds of the presidency, I will endeavor to make sure our discussions are relevant to current political events. If there is something happening in the news that is relevant to our class, I will be sure to allocate time to discuss it. I encourage you to apply current events to course material in class discussion as well. Major legislation, election news, scandals, executive orders, and policy debates are all fair game!

Course Objectives

The student learning outcomes for this course are as follows:

- Gain an understanding on the constitutional design of the American presidency
- Learn about how the presidency has evolved as an institution over time
- Interrogate whether the modern presidency is weak or strong, both comparatively and historically
- Critically assess whether the modern presidency is performing in a normatively desirable way

- Assess how presidential nominations and elections shape both the kinds of presidents that emerge and the incentives of the office
- Improve oral presentation skills by leading class discussion on complex readings in a way that stimulates discussion
- Apply knowledge from the class to contemporary political events, including the 2020 and 2024 presidential elections
- Produce a final paper that demonstrates a mastery of the topics covered in this course

Required Texts

There is a required book for this course.

- Textbook: William G. Howell, *Power without Persuasion: The Politics of Direct Presidential Action*. 2003.
 - ISBN-13: 9780691102702

You may access all other readings through the Moodle portal for this class or via hyperlinks in the syllabus.

Core Program Requirements

POLS 302 fulfills a U.S. Diversity (CPUD) core program requirement.

Class Expectations

Credit Hour Policy

POLS 302 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

Online Access

All readings and documents for this course (except the textbook) can be accessed through the Moodle website or via hyperlinks in the syllabus schedule. Messages will be sent by me via Moodle, so make sure you have email notifications for Moodle messages activated.

Email

I welcome questions and comments by email. When you email us, you should compose your email as you would any piece of professional correspondence. We will respond to your emails as quickly as possible, but please do not expect a quick response to email sent on weekends or after 5pm on any day.

Lecture Slides

Slides will be used in class on most days. Slides will be posted to Moodle following the class session.

Laptops and Other Electronics

Generally speaking, laptops are not allowed in class. [Numerous studies confirm that](#) students who take notes by hand retain more information over time and that laptop bans improve student engagement in smaller classes. It is also far less distracting to others when there is not constant typing and visual distraction going on during a lecture/discussion. As such, laptops, phones and other electronic devices are not allowed in class.

If you have a documented learning disability that is helped by typing your notes, contact me and I will be happy to consider an exception. Furthermore, if you have a very compelling reason why you strongly prefer to take notes during lecture with a laptop, you may write me an email letting me know, and we can discuss the matter individually. Any laptops approved for use in-class must not be used for web surfing during class.

You may bring an e-reader, tablet, or another “lie-flat” device to access readings in class. You may not use it for tasks such as surfing the web or email. You may of course bring printouts of the readings to class.

Desk Name Tag (yes, this is required)

To facilitate discussion, I ask that you place a name tag on the desk in front of you in class each day. Although attendance will not be taken, showing up to class with your desk name tag will greatly affect your participation grade. One way to make this name tag is to take an 8½ x 11-inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it’s now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters. I will bring nametag supplies on the first day of class.

Grading

Grading for this course will be calculated as follows:

Response Papers (best 6 out of 8)	30%
Reading Briefs (x3)	30%
Analytic Essay	30%
<u>Participation</u>	<u>10%</u>
Total:	100%

All grading items listed above are detailed in the sections that follow.

The final letter grade will be assigned according to the standard table:

93-100: A	87-89: B+	77-79: C+	67-69: D+
90-92: A-	83-86: B	73-76: C	60-66: D
	80-82: B-	70-72: C-	00-59: F

If you are 0.5 points or less from the next letter grade at the end of the course, the grade submitted to the registrar will be rounded up to the next letter grade. You will not be able to see this rounding on Moodle.

All graded items listed above are detailed in the sections that follow.

Response Papers

There are no exams in this class. However, 30% of your grade will be determined by **eight (8) short** response papers. The response papers are a means for you to engage on a deeper level with the (often complex!) articles and chapters we are reading for class.

Each response paper will be short, roughly 1-2 pages each (single-spaced). Each one should take you no more than an hour or two to complete.

Since you may miss or drop two response papers, no make-up papers will be offered. For the same reason there is no need to inform me if you are unable to submit a response paper (or decide not to). All response papers will be graded out of 5 points. Each paper (not including the two dropped papers) will be worth 5% of your final grade.

Prompts will be posted to Moodle one week before the paper is due. Submissions are due at midnight.

Make sure to use 12-point font, one-inch margins, and **single-spacing**. All response papers will receive in-text comments from me on Moodle. You do not need to include a bibliography and in-text citations in your response paper **unless** you refer to a source besides the assigned readings.

Response Paper Schedule

There will be eight (8) response papers assigned in this session. Your two lowest-scoring papers will be dropped from your final grade. They are due at midnight on the following dates:

Paper	Due Date
Response Paper 1	Friday, February 10 th
Response Paper 2	Friday, February 17 th
Response Paper 3	Friday, March 3 rd
Response Paper 4	Friday, March 24 th
Response Paper 5	Friday, April 7 th
Response Paper 6	Friday, April 14 th
Response Paper 7	Friday, April 21 st
Response Paper 8	Friday, April 28 th

Reading Briefs

In order to promote a seminar environment, you are required to complete three (3) one-page briefs on assigned readings and use these briefs to stimulate classroom discussion on the readings on the day they are assigned. Generally speaking, the first or last 30 minutes of each class (excluding classes where no reading briefs are assigned) will be dedicated to seminar-style discussion.

Make sure to use 12-point font, one-inch margins, and single-spacing. You do not need to include a bibliography and in-text citations in your reading brief **unless** you refer to a source besides the assigned readings. These briefs should include the author's main point(s) and 3-4 pertinent questions to guide discussion. These briefs are not intended to test your knowledge of the material, but rather to facilitate class discussion. You are not expected to have any prior knowledge about the subjects contained in the readings. You do not have to have an answer to the discussion questions you pose.

Sign-ups for briefs will occur during the first week, to ensure that student briefs are distributed throughout the semester. At least one of the briefs you select must be for academic work (not a news article or op-ed). You may not sign up for multiple reading briefs on the same day. Reading briefs are due on Moodle by **noon** on the day the reading is assigned. You may use the following link to sign up for your preferred two briefs: <https://signup.com/go/qSwJqxy>. Grades will be assigned on the basis of quality of summary, quality of discussion questions, and how prepared the student is during in-class discussion.

Analytic Essay

In lieu of a final exam, you are required to submit an analytic essay for this class. Make sure to use 12-point font, one-inch margins, **single-spacing**, and proper citation format (see section below). Additionally, please number each page. The essay should be **five-six pages long** (and should certainly not exceed seven). This page limit does not include a bibliography, which should be at the end of your paper.

Essays will be graded on content (evidence provided), analysis (claims drawn about the evidence provided), structure (clarity of thesis and logical “flow” of the essay), and mechanics (grammar, punctuation use, sentence and paragraph composition, etc.). The following elements are part of an A paper:

1. **A clear thesis** presented in the first paragraph and argued throughout. Include “In this essay I will argue that...” or something similar.
2. **Evidence to support your thesis** in the form of facts, ideas from existing research, and thoughtful, balanced analysis.
3. **Clear structure**, including an introduction, a conclusion, and reasonably sized body paragraphs. Each body paragraph should start with a topic sentence that introduces that paragraph.
4. **A bibliography** with a complete list of your sources. Some guidelines:
 - Include a **minimum of ten (10)** sources total.
 - At least **six (6) academic sources** for each paper. These should be *academic articles* or *university press books*.
 - At least two of your six academic sources must be from outside the class (meaning that it is not on the syllabus).
 - Google Scholar can be very useful for finding sources
 - Lectures and the textbook may be cited, but do **not** count towards your required sources.
5. **Appropriate and sparing use of quotes**. Quotes do not speak for themselves. They should always be preceded by context and followed by analysis of that quote.
6. **Clear writing** with few grammatical errors.

Essay prompts will be posted on Moodle. The essay is due on the scheduled final exam day (TBA), at midnight (11:59 PM).

Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your assignments, your attendance in class (and having a desk tag!), and your participation in discussions. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It's a win-win. You are also encouraged to bring up news stories, relevant examples, and "dank" presidency memes.

Extra Credit Meme

You may earn extra credit by creating and submitting a meme related to course content. The extra credit is worth up to one point on your final grade (e.g., raising an 89% final grade to a 90%). In order to receive full credit, the meme must be used correctly! I suggest using <https://knowyourmeme.com> to make sure you are using your meme correctly. You can create memes using meme generators such as <https://imgflip.com/memegenerator>. Your meme may be shared in class, so be creative!

- The meme is due Wednesday, April 26th at 11:59 PM

Late Submissions

Do not wait until the night before it is due to begin to work on an assignment. Life is complicated and full of unexpected surprises. Plan for uncertainty by managing your time efficiently. Even if your work is not complete because something unexpected interfered, submit what you have accomplished prior to the emergency. After-the-fact extensions will be granted only under extreme circumstances, and at my sole discretion.

If you know in advance that you will miss an assignment deadline, you may submit a partially completed assignment early — and then appeal for an extension.

Assignments submitted late will have 10% deducted from their final score for every day they are late. This penalty begins immediately following the day and time the assignment is due and will not be prorated.

Grade Appeals

If you are not satisfied with the grade you receive on an assignment, please take the following steps:

- 1) Review any comments/feedback I have provided.
- 2) If you still have questions, come to my office hours, or contact me by email.
- 3) If you still believe the grade you received is in error, submit a one-paragraph written request for a regrade by email. If the request is approved, your work will receive a completely new evaluation by me. Your score may increase, decrease, or stay the same.

Disabilities

Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Do not wait until just before an assignment deadline to inform me of a need for accommodations. Students are encouraged to contact or meet with the instructor to discuss how accommodations can support them in meeting the course learning objectives. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Academic Dishonesty

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own; students are expected to give proper credit to the ideas and work of others.

Generally speaking, you must cite the person at the end of the sentence in which you use another person's idea. When you use a specific phrase, you must put that phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. If you wish to submit a piece of writing that you have used in another class, you must receive my permission before doing so.

Signing the Academic Integrity Commitment at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

Support Services

A number of services are available here at Occidental College to make sure that you excel in your academically and socially.

There are a number of opportunities for **academic support**. Please visit the following website at <https://www.oxy.edu/academics/student-success> to see the variety of services offered, including writing support, tutoring, research assistance, language tutoring, and academic coaching.

The Emmons Wellness Center provides **medical services and counseling**. Visit their website for information on specific services provided: <https://www.oxy.edu/student-life/resources-support/emmons-wellness-center>

Accommodations for Reasons of Faith and Conscience

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests

from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website:

<https://www.oxy.edu/student-life/resources-support/orsl/academic-accommodations>

Sexual Harassment and Assault Resources

In the event that you write or speak about having experienced discrimination or harassment on the basis of a protected characteristic or sexual misconduct (including sexual assault, dating/domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment), as a designated Responsible Employee, I must inform the Civil Rights & Title IX Office. They will contact you to let you know about resources and support services at Oxy, as well as reporting options both on and off-campus. You have no obligation to respond to the Civil Rights & Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Civil Rights & Title IX Office contacted, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with:

- Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)
- Emmons Counseling (For appointments, call: 323-259-2657)
- Rev. Dr. Susan Young, Office of Religious and Spiritual Life (myoung@oxy.edu)
- Oxy 24/7 Confidential Hotline (323-341-4141)

The College's civil rights policies, along with additional resources, can be found at:

<https://www.oxy.edu/civil-rights-title-ix>. If you would like to contact the Civil Rights & Title IX Office directly, you may email Civil Rights & Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Weekly Topics & Readings

The list below indicates reading assignments and class topics. All readings (excluding the required text) will be available on Moodle or linked below. You should do each day's readings before that day's class. I'll generally keep us on schedule but note that discussions may bleed over from one class to the next.

Date	Topics	Readings Due
Week 1		
Mon, Jan 23	Course Introduction	<ul style="list-style-type: none"> • Read the syllabus!
Wed, Jan 25	The Invisible Primary	<ul style="list-style-type: none"> • Silver, Nate. "The Republican Party May Be Failing: What "The Party Decides" could get wrong about Donald Trump and the GOP." January 26, 2016. https://fivethirtyeight.com/features/the-republican-party-may-be-failing/ • Azari, Julia. "The 2016 Primaries were weird. Will things get even weirder in 2020." https://fivethirtyeight.com/features/the-2016-primaries-were-weird-will-things-get-even-weirder-in-2020/ • Silver, Nate. "We're Tracking 2020 Presidential Endorsements. Here's Why They Probably Still Matter." February 28, 2019. https://fivethirtyeight.com/features/were-tracking-2020-presidential-endorsements-heres-why-they-probably-still-matter/ • EXPLORE: 538 historical endorsement tracker: https://projects.fivethirtyeight.com/2016-endorsement-primary/ • EXPLORE: 538 2020 endorsement tracker: https://projects.fivethirtyeight.com/2020-endorsements/democratic-primary/

Week 2		
Mon, Jan 30	Caucuses & Primaries	<ul style="list-style-type: none"> • Government 101: United States Presidential Primary, https://votesmart.org/education/presidential-primary • Yglesias, Matthew, “The US presidential primary process, explained.” https://www.vox.com/a/presidential-primaries-2016-republican-democrat/presidential-primaries-explained • John Oliver, Last Week Tonight, “Primaries and Caucuses.” https://youtu.be/S2G8jhhUHg • Skelley, Geoffrey, “We Re-Ordered The Entire Democratic Primary Calendar To Better Represent The Party’s Voters.” March 7, 2019. https://fivethirtyeight.com/features/what-if-early-democratic-primary-states-looked-more-like-the-party/
Wed, Feb 1	Examining Recent Primaries	<ul style="list-style-type: none"> • MOODLE: Sides, J., Tesler, M., & Vavreck, L. (2018). Hunting where the ducks are: Activating support for Donald Trump in the 2016 Republican primary. <i>Journal of Elections, Public Opinion and Parties</i>, 28(2), 135-156. • Steger, Wayne, “Why the Republicans can’t agree on a presidential candidate (and the Democrats have all but settled on theirs).” May 29, 2015. https://themonkeycage.org/2015/05/the-invisible-primaries-of-2016-2/ • Silver, Nate. “Why Republican Voters Decided On Trump.” May 4, 2016. https://fivethirtyeight.com/features/why-republican-voters-decided-on-trump/

Week 3		
Mon, Feb 6	Case Study: The 2020 Democratic Primary	<ul style="list-style-type: none"> • Zurcher, Anthony, “Bernie Sanders quits: It looked so good for him. What went wrong?”. April 9, 2020. https://www.bbc.com/news/world-us-canada-52230979 • Theory of the case – Biden, https://fivethirtyeight.com/features/how-joe-biden-could-win-the-2020-democratic-nomination/ • Theory of the case – Sanders, https://fivethirtyeight.com/features/bernie-sanders-2020-democratic-nomination-kickoff/ • Theory of the case – Warren, https://fivethirtyeight.com/features/how-elizabeth-warren-could-win-the-2020-democratic-primary/ • Theory of the case – Bloomberg, https://fivethirtyeight.com/features/how-michael-bloombergs-late-bid-for-the-democratic-nomination-could-go/ • Theory of the case – Buttigieg, https://fivethirtyeight.com/features/pete-buttigieg-2020-democratic-nomination/ • Theory of the case – Harris, https://fivethirtyeight.com/features/kamala-harris-2020-democratic-primary/
Wed, Feb 8	NO CLASS	<ul style="list-style-type: none"> • Professor Hale will be at the “Beyond Winner-Take-All: Advancing Voice and Choice in Our Elections” conference at the Ash Center for Democratic Governance and Innovation at Harvard Kennedy School.

Week 4		
Mon, Feb 13	The Electoral College	<ul style="list-style-type: none"> DeSilver, Drew. 2016. "Trump's victory another example of how Electoral College wins are bigger than popular vote ones." <i>Pew Research Center</i>. http://www.pewresearch.org/fact-tank/2016/12/20/why-electoral-college-landslides-are-easier-to-win-than-popular-vote-ones/ Inversions in US presidential elections, 1836-2016, https://voxeu.org/article/inversions-us-presidential-elections-1836-2016 Podcast, <i>Why Is This Happening?</i> Episode: "Abolish the Electoral College with Jesse Wegman" <ul style="list-style-type: none"> Google podcast link: https://tinyurl.com/y84l3waz Apple podcast link: https://tinyurl.com/ya4dqcwv YouTube link: https://youtu.be/Tl372t7B4yo
Wed, Feb 15	Rethinking Electoral Institutions	<ul style="list-style-type: none"> Weigel, David. 2016. "How do other countries elect presidents without an electoral college? Pretty easily." <i>The Washington Post</i>. https://www.washingtonpost.com/news/the-fix/wp/2016/12/20/how-do-other-countries-elect-presidents-without-an-electoral-college-pretty-easily/ <ul style="list-style-type: none"> Alternate link here Podcast, <i>Politics In Question</i>. Episode: "Should the Electoral College be abolished?" https://www.politicsinquestion.com/episodes/the-electoral-college
Week 5		
President's Day – NO CLASS		
Wed, Feb 22	A Brief History of Presidential Campaigns	<ul style="list-style-type: none"> Professor of History Thomas Balcerski will be the special guest instructor for this class.

Week 6		
Mon, Feb 27	Modern Presidential Campaigns	<ul style="list-style-type: none"> • MOODLE: selection from Vavreck, Lynn. 2009. <i>The Message Matters</i>. Princeton, NJ: Princeton University Press. • MOODLE: Erikson, Robert S. 2009. "The American Voter and the Economy, 2008." <i>PS: Political Science and Politics</i> 42(3): 467-471
Wed, Mar 1	Presidential Election Outcomes	<ul style="list-style-type: none"> • MOODLE: Achen, Christopher & Larry Bartels. 2016. "Democracy for realists: Holding up a mirror to the electorate" <i>Juncture</i>. 22(4), 269-275. • Abramowitz, Alan I., "It's the Pandemic, Stupid! A Simplified Model for Forecasting the 2020 Presidential Election" August 4, 2020. https://centerforpolitics.org/crystalball/articles/its-the-pandemic-stupid-a-simplified-model-for-forecasting-the-2020-presidential-election/ • Silver, Nate. "When We Say 70 percent, It Really Means 70 Percent." https://fivethirtyeight.com/features/when-we-say-70-percent-it-really-means-70-percent/ • Silver, Nate. "How FiveThirtyEight's 2020 Presidential Forecast Works — And What's Different Because Of COVID-19." https://fivethirtyeight.com/features/how-fivethirtyeights-2020-presidential-forecast-works-and-whats-different-because-of-covid-19/

Week 7		
Mon, Mar 6	The 2016 Election	<ul style="list-style-type: none"> MOODLE: Sides, John, Michael Tesler, and Lynn Vavreck. "The 2016 U.S. Election: How Trump Lost and Won." <i>Journal of Democracy</i> 28, no. 2 (2017): 34-44. Silver, Nate. "The Real Story of 2016." https://fivethirtyeight.com/features/the-real-story-of-2016/
Wed, Mar 8	The 2020 and 2024 Elections	<ul style="list-style-type: none"> Kraushaar, Josh. "The winners and losers in Democrats' 2024 primary shakeup." https://www.axios.com/2022/12/02/2024-primary-calendar-democrats Enten, Harry "Why a historically small presidential primary field is possible in 2024." January 22, 2023. https://www.cnn.com/2023/01/22/politics/2024-president-primary-biden-trump-desantis/index.html Skelley, Geoffrey. "When Might Other Republicans Challenge Trump For The 2024 Nomination?" December 23, 2022. https://fivethirtyeight.com/features/when-might-other-republicans-challenge-trump-for-the-2024-nomination/ Abramowitz, Alan. "Are Latinos Deserting the Democratic Party? Evidence from the Exit Polls." March 24, 2022. https://centerforpolitics.org/crystalball/articles/are-latinos-deserting-the-democratic-party-evidence-from-the-exit-polls/ Igielnik, Ruth, Scott Keeter, & Hannah Hartig. "Behind Biden's 2020 Victory." June 30, 2021. https://www.pewresearch.org/politics/2021/06/30/behind-bidens-2020-victory/
Week 8		
SPRING BREAK – NO CLASS		

Week 9		
Mon, Mar 20	Presidential Powers	<ul style="list-style-type: none"> Article II of the U.S. Constitution: https://constitutioncenter.org/interactive-constitution/article/article-ii MOODLE: Rohde, David W. & Meredith Barthelemy. 2009. "The President and Congressional Parties in an Era of Polarization." In George C. Edwards III & William G. Howell eds., <i>The Oxford Handbook of the American Presidency</i>. New York, NY: Oxford University Press 2016.
Wed, Mar 22	The President & the Legislative Process	<ul style="list-style-type: none"> MOODLE: Stone, Walter J., and James A. McCann. 2021. <i>Republic at Risk: An Introduction to American Politics</i>. 2nd ed. Cambridge: Cambridge University Press. Chapter 7: "A Pivotal Politics Model of the Policy Process"
Week 10		
Mon, Mar 27	The Unilateral Presidency	<ul style="list-style-type: none"> Howell, chapter 1 & chapter 2 (you can skip pages 31-52) Azari, Julia. "Trump Came in as a Weak President, He's Made Himself Weaker." August 1, 2017. https://fivethirtyeight.com/features/trump-weak-president/
Wed, Mar 29	The Unilateral Presidency & Congress 1	<ul style="list-style-type: none"> Howell, chapter 5
Week 11		
Mon, Apr 3	The Unilateral Presidency & Congress 2	<ul style="list-style-type: none"> MOODLE]: Hernson, Paul S., Irwin L. Morris, and John McTague. 2011. "The Impact of Presidential Campaigning for Congress on Presidential Support in the U.S. House of Representatives." <i>Legislative Studies Quarterly</i> 36(1): 99-122. Podcast, <i>Deconstructed</i> (The Intercept). "What Can Biden Do Without the Senate?" <ul style="list-style-type: none"> APPLE: https://tinyurl.com/ybe6l3yw GOOGLE: https://tinyurl.com/y4kakuco SPOTIFY: https://tinyurl.com/y9x9wppk
Wed, Apr 5	NO CLASS	<ul style="list-style-type: none"> Professor Hale will be at the Western Political Science Association meeting in San Francisco, presenting research

Week 12		
Mon, Apr 10	Presidential Revocations	<ul style="list-style-type: none"> MOODLE: Thrower, Sharece. 2017. "To Revoke or Not Revoke: The Political Determinants of Executive Order Longevity." <i>American Journal of Political Science</i>. Conroy, Meredith. "Trump Hasn't Rolled Back Obama's Executive Orders (So Far)." February 8, 2017. https://fivethirtyeight.com/features/trump-hasnt-rolled-back-obamas-executive-orders-so-far/
Wed, Apr 12	The President & the Judiciary	<ul style="list-style-type: none"> Howell, chapter 6
Week 13		
Mon, Apr 17	The President, the Public, & the Media	<ul style="list-style-type: none"> MOODLE: Canes-Wrone, Brandice and Kenneth W. Shotts. 2004. "The Conditional Nature of Presidential Responsiveness to Public Opinion." <i>American Journal of Political Science</i>. 48(4): 690-706. MOODLE: Cohen, Jeffrey. 2004. "If the News is So Bad, Why Are the Presidential Polls So High?" <i>Presidential Studies Quarterly</i>. 34(3): 493-515.
Wed Apr 19	The White House Under Bush & Obama	<ul style="list-style-type: none"> MOODLE: Pfiffner, James P. 2009. "The Contemporary Presidency: Decision Making in the Bush White House." <i>Presidential Studies Quarterly</i> 39(2): 363-384. MOODLE: Pfiffner, James P. 2011. "Decision Making in the Obama White House." <i>Presidential Studies Quarterly</i> 41(2): 244-262. Goitein, Elizabeth. "The Dangerous Powers Obama Left in Trump's Hands." January 18, 2017. https://tinyurl.com/ybrp8hu2

Week 14		
Mon, Apr 24	The Trump White House	<ul style="list-style-type: none"> • MOODLE: Pfiffner, James P. 2018. "The Contemporary Presidency: Organizing the Trump Presidency." <i>Presidential Studies Quarterly</i> 48(1): 153-167. • Haberman, Maggie. "Book by Former Staff Member Describes a White House 'Out of Control.'" January 20, 2019. www.nytimes.com/2019/01/20/us/politics/book-trump-white-house.html (also on Canvas if paywalled) <ul style="list-style-type: none"> ○ Alternate link: https://archive.ph/J7WGW • Rudalevige, Andrew. "As a candidate, Trump criticized Obama's use of executive power. So guess what powers President Trump has been leaning on?" January 20, 2018. www.washingtonpost.com/news/monkey-cage/wp/2018/01/20/as-a-candidate-trump-criticized-obamas-use-of-executive-power-so-guess-what-powers-president-trump-has-been-leaning-on/ <ul style="list-style-type: none"> ○ Alternate link here
Wed, Apr 26	The Biden White House	<ul style="list-style-type: none"> • MOODLE: Pfiffner, James P. 2021. "Organizing the Biden Presidency." <i>Presidential Studies Quarterly</i> 51(4): 818-838.
Week 15		
Mon, May 1	IN CLASS: Presidential Politics Jeopardy & Snacks!	