

Political Science 4610
THE U.S. PRESIDENCY
Spring 2022 (61412)
Baldwin 102
MWF 1:50 - 2:40 p.m.

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Course Overview

This course is intended as a broad survey of the literature on presidential and executive branch politics. The central focus of the course will be on the U.S. Presidency, but much of what we discuss will have direct relevance for the study of executive politics more generally. As such, we will focus on the role of the president in the U.S. political system, presidential selection, executive politics, inter-branch relations, presidential power, and executive policymaking. Throughout the course, we will pay attention to current political and scholarly controversies in terms of identifying important research questions as well as examining and improving upon existing research designs. By the end of the course, you should have a better understanding of how the executive branch operates.

Required Texts

Edwards, George C. III. 2019. *Why the Electoral College is Bad for America*, 3rd edition. New Haven: Yale University Press.

Howell, William G. 2013. *Thinking About the Presidency: The Primacy of Power*. Princeton: Princeton University Press.

Rudalevige, Andrew. 2021. *By Executive Order: Bureaucratic Management and the Limits of Presidential Power*. Princeton: Princeton University Press.

Course Materials

The readings for the course will be drawn from the list of books above, in addition to scholarly articles each week. Required books are available for purchase from the usual sources or may be checked out from the library. Unless otherwise indicated, assigned articles can be downloaded from www.jstor.org or from the UGA library (<http://www.libs.uga.edu/ejournals/>). Please keep in mind that assigned readings or the course schedule may be altered at the discretion of the instructor.

General Expectations

I expect all students to behave professionally in this class. You are expected to attend class regularly, to show up on time, and be prepared to participate in discussions. You are responsible for all material in the readings and lectures, even if you are unable to attend class on a given day. It is your responsibility to remain aware of specific deadlines or dates posted on the syllabus and to be sure that assignments are completed on time.

Course Requirements and Grading

Your grade in this course will be based on the following components:

1. Attendance (10%)
2. Participation (10%)
3. Exam One (20%)
4. Exam Two (20%)
5. Final Paper (20%)
6. Final Exam (20%)

In terms of final grades in light of the +/- grading system, an A will be given to anyone receiving 94 or more points, an A- to those receiving 90-93 points, a B+ to those receiving 87-89 points, a B to those receiving 83-86 points, a B- to those receiving 80-82 points, a C+ to those receiving 77-79 points, a C to those receiving 73-76 points, a C- to those receiving 70-72 points, a D to those receiving 60 to 69 points, and an F to anyone receiving fewer than 60 points in the course.

Class Attendance/Participation

Your grade will be based on class attendance and the quality of your participation in class—see rubric for participation grades below. You are allowed two unexcused absences without penalty. *All absences that result from a documented illness that are approved by the instructor will be counted as excused.* Students are expected to participate through asking questions and answering inquiries raised in class. Keep in mind that it is difficult to participate without being physically present. To adequately prepare for class, all assigned readings should be completed by the dates indicated on the course schedule. Not all assigned readings may be discussed in class; nonetheless you are responsible for familiarizing yourself with them.

Participation Rubric

A – Student attends almost every class while consistently demonstrating that he or she has completed and understands the assigned readings by participating in class discussion meaningfully (including the Friday class debates).

B – Student only attends most class meetings while completing all readings and actively participating in a meaningful way (including the Friday class debates).

C – Student has perfect attendance but regularly fails to demonstrate completion of readings or participate in any meaningful way (including the Friday class debates).

D – Student only attends most class meetings and regularly fails to demonstrate completion of readings or participate in any meaningful way (including the Friday class debates).

F – Student regularly arrives late or misses class entirely, does not complete assigned readings, does not engage in class discussion meaningfully, or is disruptive or disrespectful.

Writing Assignment

Everyone will be required to complete a short writing assignment. This assignment will take the form of a “reaction paper” to a scholarly text on the presidency, where you will be asked to respond to several questions. Your completed paper should be approximately 4-5 pages in length in a typed, double-spaced format with one-inch margins. *Keep in mind that your grade on the paper will be penalized if there are grammatical or spelling errors in the completed paper.* Writing assignments turned in after the due date will lose one full letter grade for each day they are late.

Exams

There will be three exams in this course, including a final exam given during the scheduled examination period at the end of the semester. Exams are closed book and may include a mixture of identification, short answer, and/or essay questions. The final exam is cumulative and will include material covered in the class lectures and the assigned readings since the first day of class.

Class Debates

On most Fridays throughout the course, we will engage in debates related to the presidency. I will be accepting volunteers for debate topics listed on the syllabus during the early weeks of the semester and four students (two on the “for” side and two on the “against” side) will debate the assigned topic for 30 minutes followed by class discussion to determine which side offered a more compelling presentation and “won” the debate. Half of your participation grade for the course will be assessed based on your active involvement in these debates. More details will be provided early in the course.

Miscellaneous

No “extra credit” will be assigned in this course under any circumstances. Keep in mind that final grades may only be changed in the event of a clerical error (e.g., points summed incorrectly). Also, for privacy reasons, information pertaining to course grades cannot be discussed over the telephone or via email. A final grade of “Incomplete” will only be given in this course under extraordinary circumstances and is solely at the discretion of the instructor. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Instructor Availability

If you would like to speak with me outside of class, feel free to stop by my office during scheduled office hours. Occasionally I have meetings during the day and may be unavailable. To ensure that I am in my office on a given day, email me ahead of time to set up a specific time to meet.

Special Needs and Academic Honesty

Students with special needs that require accommodation should notify me and the Office for Disability Services as soon as possible so the appropriate arrangements can be made. All information as well as documentation is considered confidential. All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: http://www.uga.edu/honesty/ahpd/culture_honesty.htm.

Religious Holidays

Students who are absent from academic or social activities because of religious observances will not be penalized. If you desire to be excused from class to observe a religious holiday, plan on notifying me in advance. You are still responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. If an examination is administered during the class at which you are excused for a religious observance, you should make arrangements with me as soon as you can to be examined at an alternate time or be given a comparable assignment.

Course Schedule (Assigned readings are to be completed by the dates listed below.)

1/10	Introduction
1/12	Studying the Presidency Discussion of the challenges associated with studying the presidency
1/14	Howell, <i>Thinking About the Presidency</i> (pgs. 1-70)
1/17	<i>No Class, MLK Day</i>
1/19	Howell, <i>Thinking About the Presidency</i> (pgs. 71-143)

- 1/21 **Presidential Primaries**
Aldrich, John. 2009. "The Invisible Primary and Its Effects on Democratic Choice." *PS: Political Science & Politics* 42(1): 33-38.
- 1/24 Norrander, Barbara. 2006. "The Attrition Game: Initial Resources, Initial Contests, and the Exit of Candidates During the U.S. Presidential Primary Season." *British Journal of Political Science* 36: 487-507.
- 1/26 Sides, John, Chris Tausanovitch, Lynn Vavreck, and Christopher Warshaw. 2018. "On the Representativeness of Primary Electorates." *British Journal of Political Science*
- 1/28 Debate: *A national primary should be established and held on the same day every four years to select each party's presidential nominee.*
- 1/31 **Presidential Elections**
Gomez, Brad, Thomas Hansford, and George Krause. 2007. "The Republicans Should Pray for Rain: Weather, Turnout, and Voting in U.S. Presidential Elections." *Journal of Politics* 69(3): 649-663.
- 2/2 Mayhew, David R. 2008. "Incumbency Advantage in U.S. Presidential Elections: The Historical Record." *Political Science Quarterly* 123(2): 201-228.
- 2/4 Debate: *The 22nd Amendment should be repealed allowing presidents to run for a third (and potentially fourth) term of office.*
- 2/7 Kriner, Douglas L. and Andrew Reeves. 2012. "The Influence of Federal Spending on Presidential Elections." *American Political Science Review* 106(2): 348-366.
- 2/9 **Exam One**
- 2/11 Debate: *There is too much money in presidential elections and reforms need to be enacted to prevent wealthy donors from "buying" election results.*
- 2/14 **The Electoral College**
Edwards, *Why The Electoral College is Bad for America*, pgs. 1-100
- 2/16 Edwards, *Why The Electoral College is Bad for America*, pgs. 101-219
- 2/18 Debate: *The Electoral College should be abolished and replaced with a system that is fairer and more representative of the popular vote.*
- 2/21 **The Presidency as an Institution**
Ragsdale, Lyn and John Theis. 1997. "The Institutionalization of the American Presidency, 1924-92." *American Journal of Political Science* 41(4): 1280-1318.
- 2/23 Dickinson, Matthew and Kathryn Dunn Tenpas. 2002. "Explaining Increasing Turnover Rates Among Presidential Advisors, 1929-1997." *Journal of Politics* 64(2): 434-448.
- 2/25 Debate: *The president should be given a line item veto to assist in eliminating waste in congressional spending among other potential abuses.*

- 2/28 **Presidential Approval**
 Kriner, Douglas L. and Eric Schickler. 2014. "Investigating the President: Committee Probes and Presidential Approval, 1953-2006." *Journal of Politics* 76(2): 521-534.
- 3/2 Christenson, Dino P. and Douglas L. Kriner. 2017. "Mobilizing the Public Against the President: Congress and the Political Costs of Unilateral Action." *American Journal of Political Science* 61(4): 769-785.
- 3/4 Debate: *We expect far too much from modern presidents and we need to adopt more realistic expectations of what presidents can accomplish during their time in office.*
- 3/7-3/11 *No Class, Spring Break*
- 3/14 **The President and Congress**
 Canes-Wrone, Brandice and Scott de Marchi. 2002. "Presidential Approval and Legislative Success." *Journal of Politics* 64(2): 491-509.
- 3/16 Rogowski, Jon C. 2016. "Presidential Influence in an Era of Congressional Dominance." *American Political Science Review* 110(2): 325-341.
- 3/18 Debate: *The War Powers Resolution needs to be strengthened to discourage presidents from committing troops abroad without prior congressional approval.*
- 3/21 Hassell, Hans J. G. and Samuel Kernell. 2016. "Veto Rhetoric and Legislative Riders." *American Journal of Political Science* 60(4): 845-859.
- 3/23 **Exam Two**
- 3/25 Debate: *The Constitution needs to be revised to give the president "fast-track" authority to propose legislation that Congress must accept or reject without amendment (on a majoritarian basis, without filibuster), much as it does for trade deals.*
- 3/28 **Unilateral Presidential Power**
 Ostrander, Ian and Joel Sievert. 2013. "What's So Sinister about Presidential Signing Statements?" *Presidential Studies Quarterly* 43(1): 58-80.
- 3/30 Thrower, Sharece. 2017. "To Revoke or Not Revoke? The Political Determinants of Executive Order Longevity." *American Journal of Political Science* 61(3): 642-656.
- 4/1 Debate: *Modern presidents have too much unilateral authority and greater checks on executive power should be put into place by Congress and/or the judiciary.*
- 4/4 Rudalevige, *By Executive Order*, pgs. 1-109
- 4/6 Rudalevige, *By Executive Order*, pgs. 110-220
- 4/8 *No Class, Midwest Political Science Association Meeting (Chicago, IL)*
- 4/11 **The President and the Courts**
 Johnson, Timothy and Jason Roberts. 2004. "Presidential Capital and the Supreme Court Nomination Process." *Journal of Politics* 66(3): 663-683.

- 4/13 Bailey, Michael, Brian Kamoie, and Forrest Maltzman. 2005. "Signals From the Tenth Justice: The Political Role of the Solicitor General in Supreme Court Decision Making." *American Journal of Political Science* 49(1): 72-85.
- 4/15 Debate: *Presidents should not be allowed to appoint justices to the U.S. Supreme Court in their fourth (or eighth) year of office.*
- 4/18 **Executive Branch Politics**
Gronke, Paul, Jeffrey Koch, and J. Matthew Wilson. 2003. "Follow the Leader? Presidential Approval, Presidential Support, and Representatives' Electoral Fortunes." *Journal of Politics* 65(3): 785-808
- 4/20 Ostrander, Ian. 2016. "The Logic of Collective Inaction: Senatorial Delay in Executive Nominations." *American Journal of Political Science* 60(4): 1063-1076.
- 4/22 *No Class, Research Day*
- 4/25 **Presidents and the Media**
Baum, Matthew A. and Samuel Kernell. 1999. "Has Cable Ended the Golden Age of Presidential Television?" *American Political Science Review* 93(1): 99-114.
***Final Papers Due**
- 4/27 Druckman, James. 2003. "The Power of Television Images: The First Kennedy-Nixon Debate Revisited." *Journal of Politics* 65(2): 559-571.
- 4/29 Debate: *The media has played a critical role in holding the president accountable in the history of this country and additional safeguards need to be put into place to ensure that this continues to be the case in an age of increasingly partisan and social media.*
- 5/2 Class Wrap-Up
- 5/4 *No Class, Reading Day*
- 5/6 **Final Examination, 12:00 - 3:00 p.m.**

CORONAVIRUS INFORMATION FOR STUDENTS

UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance at: <https://dph.georgia.gov/dph-covid-19-guidance>. The following information is based on guidance last updated on December 29, 2021.

Face coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID- 19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19? (Isolation guidance)

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](#). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receive a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.
- Continue to wear a mask around others for 5 additional days.

What do I do if I have been exposed to COVID-19? (Quarantine guidance)

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24- hour period – unmasked**) to someone with COVID-19 or to someone with a positive COVID- 19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)

- You do not need to quarantine at home and may come to class.
 - You should wear a mask around others for 10 days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
 - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
 - If possible, get tested on day 5.
 - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.

** “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck \(https://dawgcheck.uga.edu/\)](https://dawgcheck.uga.edu/) and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Well-being, mental health, and student support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.