

Political Science 4333
Presidential Leadership in Domestic Policy Making
Spring Semester 2008
014 University Hall
MWF 10:00-10:50am

Instructor: Dr. Deen
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Office Hours: M 11:00-12:00
T 10:00-11:00
W 2:00-3:00

If these times are inconvenient, I will be happy to make individualized appointments.
THE FASTEST WAY TO REACH ME IS VIA EMAIL.

Introduction

This is a course about the president, about leadership and about domestic policy making. Every four years, the American electorate goes to the polls to choose someone they believe will be a leader, someone who will be able to achieve his policy objectives. This course is going to explore how presidents do and do not meet these expectations. What skills and resources are necessary for the president to be able to fulfill his domestic policy agenda? What makes a president an effective leader in the institutional context of the Executive Branch? Are there areas in which the president is more likely to be successful than in others? These are just some of the questions we will be asking.

We will begin the course by thinking about leadership. This term is used a great deal in our political culture. However, to employ it usefully in our study, we must first come to an understanding of what exactly a leader is. Thus, we will learn about different theories of leadership, as well as various characteristics of effective leaders.

From there we turn to the policy making process. After a brief primer on the different stages of policy development, we will turn to the president's policy agenda. We will discuss this briefly as a way to set the stage for examining several instances of presidential leadership in domestic policy. Though policy formulation and the president's interaction with Congress is one of the more visible components of policy making, his leadership role includes managing implementation (with the bureaucracy, as well as with the judiciary).

We will spend the remainder of the semester applying these theories of presidential leadership and of policy making. You will have the opportunity to test these theories with real-world examples of presidents trying to make policy. We will examine specific presidential administrations from Kennedy through GW Bush for examples of presidential leadership in a variety of domestic policy areas. You will have an opportunity to conduct your own research of presidential domestic policy making.

By the end of this term, the successful student should:

- have a good, comprehensive understanding of the role the president plays in domestic

- policy making
- be able to apply the knowledge they have gained to contemporary presidential politics
 - have a sense of how political science examines the Presidency, including what kinds of data and techniques are useful to answer substantively and analytically interesting questions.
 - be able to evaluate the utility of particular theories of politics.

Student Responsibilities

ATTENDANCE AND PARTICIPATION Daily attendance will not be recorded, however, I expect you to attend all classes. Students should come to class having read and thought about the material. People who don't attend class typically do very poorly on the exams. Exam questions draw heavily on lecture material and in-class discussion. Some material may only be available by coming to class. **Students miss class at their own risk.** Should you find occasion to be absent, I will be happy to discuss the material **once you have obtained class notes from another student.**

Communicating your thoughts to others is an important component of learning and thus participation will be an important part of this course. Participation means not only responding to questions, but also asking questions inside and outside of class. Coming to office hours, emailing me and staying after class all count as participation. People who participate typically perform better on other assignments than those who do not.

READING RESPONSIBILITIES There is a substantial amount of reading and I expect you to do the assigned reading. Students who come to class having read and thought about the materials will find excelling in **the exams and the paper** much easier than will students who are not prepared. Not surprisingly, these are the components of the final grade. Also, **class participation** is difficult when one has not read.

While we will discuss as much of the reading assignments as possible, students should know that some assignments will not receive as much deliberation as others. Thus, students will need to think about and re-read some materials in preparation for class assignments and the exams.

Reading the material and making every effort to understand it is so important that when this does not happen (*i.e.* when it is obvious that people have not read), **difficult questions from that material will appear on the exam. I also reserve the right to have reading quizzes.** Reading, not understanding and asking questions in class is **OK.**

The required texts for this course are:

- Kellerman, Barbara. 1984. *The Political Presidency: practice of leadership from Kennedy through Reagan*. New York: Oxford University Press.
- Hargrove, Erwin C.. *The President as Leader: Appealing to the Better Angels of our Nature*. Lawrence, KS: University Press of Kansas.
- Woodward, Bob. 1994. *The Agenda: Inside the Clinton White House*. New York: Simon & Schuster.
- Edwards, George C.. 2008. *Governing by Campaigning: The Politics of the Bush Presidency*. New York: Pearson Longman.

There will be additional readings either distributed in class or placed on reserve in the Library. These will be announced in class.

Throughout the semester, we will be talking about the current administration. Students will be expected to keep abreast of developments by reading a national newspaper (*e.g. The New York Times, Washington Post, Wall Street Journal, etc.*) regularly. There are also many on-line options for staying informed; many news outlets offer email alert services. I recommend gathering news from a variety of sources, newspaper, TV, radio and on-line.

RESEARCH PAPER AND COURSE CONFERENCE

You will be required to write a research paper applying what you have learned and to present your findings at the course conference sharing and discussing your findings with your peers.

The grade for this assignment will be assessed through:

- A proposal, due February 22, 2008
- A detailed outline and annotated reference list, due April 4, 2008
- The final paper, due April 25
- Participation in your assigned panel discussion in the course conference to be held 4/25-5/2.

Late papers will not be accepted without my prior approval. The format and specific details of the paper and the panel discussion will be discussed in class.

Plagiarism is academic dishonesty (see the section below) and will not be tolerated. We will discuss what constitutes plagiarism in class. However in brief, if an idea is not your own (whether you have quoted directly or paraphrased) you need to provide the appropriate citation. We will discuss citation styles in class.

Turning in a paper you have completed for another class is academic dishonesty. Turning in someone else's work is academic dishonesty.

Assignments and Grading

The final grade will consist of the following components:

Exam 1	20%
Final Exam.....	40%
Research paper and conference	30%
Class participation.....	10%
Total	<hr/> 100

Letter grades will be assigned on the following scale:

<u>%</u>	<u>Grade</u>
90 +	A
80-89	B
70-79	C
60-69	D
fewer than 60 points	F

EXTRA CREDIT will be given for examples of the President in action. One of the most important aspects of this course is to apply what we study to the world around us. Because this course covers the major activities of the President, examples abound of the material we cover in class. Paying attention to and thinking about how a President behaves is so important that I will grant one percentage point per example (up to 3 points); the points are added directly to the final course average. These examples can be newspapers clippings, editorials, magazine articles, written summaries of TV or radio news coverage, even editorial cartoons. **To receive credit, students must explain in writing how the example is a specific application of something we have learned in this course.** This should take approximately 1 typed page.

Class Policies

No makeup will be scheduled for the **EXAM or the FINAL** except for medical reasons or extreme circumstances. Instructor must be notified in advance of the exam to schedule such a make-up. Written documentation of the extreme circumstance may be required and students should expect documentation to be verified.

Late assignments

Assignments are due at the beginning of class the day indicated, unless otherwise notified by the instructor.

Late assignments will be accepted for one week after they are due, however, late papers will be penalized 5% of the total points, per business day they are late.

Incompletes

No incompletes will be given unless you provide a signed doctor's statement indicating you are too ill to complete the course. Student should expect this documentation to be verified.

Academic Dishonesty

Academic dishonesty will not be tolerated. Please review the information provided by the Dean of Students regarding academic dishonesty:

http://www.uta.edu/studentaffairs/judicialaffairs/academic_integrity.php

In accordance with the Rules and Regulations of the Board of Regents of The University of Texas System (Part One, Chapter VI), institutional procedures regarding allegations of academic dishonesty are outlined in Part Two, Chapter 2, of the U.T. Arlington Handbook of Operating Procedures. This information may be obtained by accessing the Student Judicial Affairs Web site at http://www.uta.edu/studentaffairs/judicialaffairs/academic_integrity.php or by obtaining a hard copy of Mav Dates & Data in the Office of Student Development.”

Americans with Disabilities Act (ADA)

As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities. I am happy to provide such accommodations. Students have the responsibility to inform me at the beginning of the semester and to provide authorized documentation through designated administrative channels.

Student Success

The University asks that you be told that, “The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.”

Course Schedule

Every attempt will be made to keep to this plan. Adjustments may need to be made, however, and will be announced in class. Coming to class will ensure that you know about such changes. The academic calendar for the University can be found at <http://www.uta.edu/uta/acadcal/index.php?session=20081>

Chapter numbers and/or page numbers are in parentheses following the authors. Students should complete the reading for a given day prior to coming to class.

PLEASE NOTE: We will read two books at the end of the semester. To lighten the intensity of that workload I would strongly urge you to begin reading the Woodward and Edwards texts over Spring Break. Also, you should take notes as you read because we will discuss the entirety of the texts when we take up presidents Clinton and George W. Bush. If you do not take notes, it will be very difficult for you to remember what you read weeks before.

A note on coverage of specific presidents: the Kellerman text is the primary text for the case studies and it covers presidents Kennedy through Reagan. Covering all presidents from Kennedy through George W. Bush is not feasible, so choices have to be made. In the past I have not covered George W. Bush in order to cover George H.W. Bush. This semester I am leaving

out the father to include the son. In future semesters other combinations of presidents will be covered.

PRESIDENTIAL LEADERSHIP

- January 14-18 Introduction to presidential leadership
Kellerman (preface-2); Hargrove (1)
- January 21 No class – Dr. King holiday
- January 23-28 Sources, kinds and personal characteristics of leadership
Kellerman (3-5); Neustadt handout; Hargrove (2)

WHITE HOUSE ORGANIZATION AND THE PRESIDENT’S AGENDA

- January 30-
February 1 Presidential personality and US political culture
Handout on personality; Hargrove (3)
- February 4-11 White House Organization, The President’s agenda
Handout on WHO; Light handout

THE POLICY MAKING PROCESS

- February 13 Stages of policy making
Handout on policymaking
- February 15 Exam 1

CASE STUDIES OF PRESIDENTIAL LEADERSHIP AND POLICY MAKING

- February 18-22 Kennedy
Kellerman (6)
- February 25-29 Johnson
Kellerman (7); Hargrove (5)
- March 3-7 Nixon
Kellerman (8)
- March 10-14 Ford
Kellerman (9)
- March 17-21 Spring Break
March 24-28 Carter

Kellerman (10)

March 28 Last day to drop classes

March 31-April 4 Reagan
Kellerman (11), Hargrove (6)

April 7-9 Clinton
Woodward

April 11 NO CLASS – paper work day

April 14 Clinton continued

April 16-23 GW Bush
Edwards

April 25-May2 Course conference: Understanding presidential leadership over time
Details on student led panel discussions to follow.

Final Exam:

Monday	May 5	8 - 10:30 a.m.
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For a complete list of final exams: <http://www3.uta.edu/registrar/FinalSpring2008.asp>