

**Political Science 4333**  
**Presidential Leadership in Domestic Policy Making**  
**Fall 2014**  
**UH 001**  
**T/TH 9:30-10:50**

Instructor: Dr. Deen  
Office: 206 University Hall  
Phone: (817)272-2991  
email: [deen@uta.edu](mailto:deen@uta.edu)  
Office Hours: T/R 11:00-11:45, Wednesdays 1:30-2:30 and by appointment.  
If these times are inconvenient, I will be happy to make individualized appointments.  
THE FASTEST WAY TO REACH ME IS VIA EMAIL.

Blackboard: This course will make use of our course page in Blackboard. Please visit this site immediately for help accessing the course: <http://www.uta.edu/blackboard/students/index.php>

### **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 explores how presidents do and do not meet these expectations. What skills and resources are necessary for the president to fulfill his domestic policy agenda? 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 understand what constitutes leadership. We will learn about different theories of leadership, and about 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 examine the president's policy agenda, setting 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:

- Know and understand the role the president plays in domestic policy making
- Be able to apply the knowledge they have gained to contemporary presidential politics
- Be able to analyze presidential behavior, using appropriate data collection and analysis

techniques in order to answer substantively and analytically interesting research questions.

- Be able to evaluate the utility of particular theories of politics.

### **Student Responsibilities**

Think about a “typical” college course. Your syllabus tells you what to read and what topics will be covered on a given day. The instructor has crafted the syllabus with the expectation that students will spend about 1-3 hours outside of class for every hour of class time. So, for a 3 hour class in an upper division course, the instructor assumes a student will spend between 6 and 9 hours a week preparing for the class. (Google this phrase to see examples of this: “number of hours outside of class expected for every three hours of class time.”)

So, in a “typical class,” the good student will read the assigned text, come to class and listen and take notes over the information the instructor provides. When an exam nears, she or he will begin to think about the notes taken in class. Prior to the exam (maybe a couple of days before the test or maybe the night before), the good student will try to memorize as much as possible and attempt to anticipate any essay questions and think through possible answers. There may be a class project or paper. Again, the good student will likely prepare for the paper a month or so before it’s due, feverishly writing up to the deadline.

The rhythm of this course will be different. You will still follow the reading schedule and we will still cover the topics as outlined in the syllabus. I still expect you to spend between 6 and 9 hours each week outside of class preparing. However, some of the lecture material will be placed on Blackboard. Also, the quizzes and in-class activities that I would normally use to make sure folks are reading will be put on Blackboard (and must be done prior to coming to class). This will free class time for more in-depth discussion of the material, more participation-based learning and for periodic opportunities to work collaboratively on the course project that will culminate in a research paper. Specifically, student responsibilities are:

**ATTENDANCE, READING QUIZES AND IN-CLASS PARTICIPATION** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. In this class, daily attendance may be recorded and I expect you to attend all classes. Students should come to class having read and thought about the material and having taken the reading quizzes on Blackboard prior to coming to class. 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 and engaging in the class activities (in class and on Blackboard). 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 and the **reading quizzes** will be much easier to pass if one has read well.

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 in-class reading quizzes, in addition to the quizzes you will take on Blackboard prior to coming to class.**

Reading, not understanding and asking questions in class is **OK**. I do not expect you to master the reading right away or even easily. I do expect you to try and I will provide resources for you to become better readers (for example, please see the handout, “Efficient and Effective Reading”).

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.
- Genovese, Michael A.. 2011 *The Presidential Dilemma: Revisiting Democratic Leadership in the American System*, 3<sup>rd</sup> edition.. Transaction Publishers.
- Wayne, Stephen J.. 2012. *Personality and Politics: Obama for and against Himself*. Washington, DC: Sage.
- *The Obama Presidency: Appraisals and Prospects*. 2012. Bert Rockman, Andrew Rudalevige and Colin Campbell, eds.. Washington, DC: CQ Press.

There will be additional readings, distributed in class, placed on reserve in the Library or made available on Blackboard. 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 PROJECT**

You will be required to in a course project on presidential leadership. A detailed handout on the assignment will be provided. In brief, the project will entail both collaboration with your peers and individual analysis and writing.

There will be iterative assignments throughout the semester culminating in a research paper and course conference. Late papers will not be accepted without my prior approval. The format and specific details of the paper and the panel discussion and the iterative assignments will be discussed in class.

Plagiarism is academic dishonesty (see the section on Academic Integrity 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.....	35%

Course project.....	35%
Class participation .....	10%
Total	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 stories, 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. Extra credit papers may be turned in at any time prior to the last day of classes.

### **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.

**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.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a

need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**My policy on email** Email is a primary method of communication in this class, including Blackboard announcements sent as an email. Any assignments sent via email will be confirmed as received by the instructor. Students should seek this confirmation and if it is not sent should assume the instructor did not receive the email. I will generally respond to email within one business day. If I haven’t responded, please resend as the message may not have gotten through.

Email etiquette tip: begin your email with a salutation (i.e., “Dear Professor Deen”), sign your name and indicate in the subject line and body of the email the main reason for the message. These tips apply to professional communication, even when we send email from mobile devices.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit

<http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located on the south side of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services:** [Required for all undergraduate courses] UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, Quick Hits (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit <https://uta.mywconline.com/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

### **Library help**

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians.....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List .....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.

Our course guide may be accessed here:

<http://libguides.uta.edu/pols4333>

### *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. Students should complete the reading for a given day prior to coming to class.

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 Obama is not feasible, so choices have to be made. In the past I have assigned several books at the end of the semester on Clinton and GW Bush. This semester we are covering Obama in some detail, leaving presidents GHW Bush, Clinton and GW Bush fertile ground for your research papers. In future semesters other combinations of presidents will be covered.

Here are important dates related to the course project, *Understanding Presidential Leadership over Time*:

8/28/14	Choose your presidential administration (GHWBush, Clinton or GWBush). You will meet in your presidency groups in class. Begin strategizing the data collection process. Use Diigo to share your research.
9/9/14	In-class group work applying of theories of leadership to your administration.
9/9/14	Individual topic proposal posted to Blackboard by 11:55pm. Proposals should be approximately one page, detailing the specific policy initiative you are going to research. The proposal should include a brief overview of the initiative, your reasoning for choosing it, possible sources you will use and potential roadblocks or difficulties you anticipate in the research.
9/18/14	Report to group (on Blackboard and in class) on political environment of your administration.
10/2/14	In-class group work placing your initiative in context of others and in context of stages of policy making process.
10/14/14	Briefing paper, approximately 3-4 pages, due on the facts surrounding your initiative, posted to your Blackboard group prior to the start of class.
10/30/14	In-class group work to prepare for course conference
11/18/14	Paper due, posted to Blackboard groups and hard copy turned in at the start of class.
11/18-25-14	Course conference

### **PRESIDENTIAL LEADERSHIP**

August 21-26 Introduction to presidential leadership

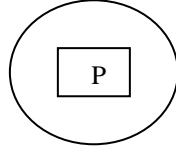
- Kellerman (preface-2); Genovese (Intro -2)

August 28 – September 2 Sources, kinds and personal characteristics of leadership

- Kellerman (3-5); Neustadt handout; Genovese (3); Skim Rockman *et.al.* Chp. 1

- Some class time on 8/28 will be given to meeting in presidency groups

### THE PRESIDENT, THE PRESIDENCY AND THE POLITICAL ENVIRONMENT



September 4 Presidential personality

- Wayne (pp. 1-50)

September 8 Census Date – you must be on the class roll in order to receive credit for this course.

September 9 Presidential personality continued

- Wayne (pp. 51-85)
- presidency group meetings in class.

September 11 The Presidency - White House Organization

- Rockman *et.al.* Chp. 8, Handout on WHO

September 16 - 18 The Political Environment

- Rockman *et.al.* (4-7)
- Wayne (5)
- 9/18, presidency group meetings in class.

### THE PRESIDENT'S AGENDA AND THE POLICY MAKING PROCESS

September 23

- Rockman *et.al.* Chp. 9, Light handout, policymaking handout
- Skim Wayne (6)

September 25 Exam 1

### CASE STUDIES OF PRESIDENTIAL LEADERSHIP AND POLICY MAKING

\*\*\* Wayne (8) will be helpful as a model for applying personality theory to your initiative.

September 30 - October 2 Kennedy

- Kellerman, Chp. 6
- 10/2, presidency group meeting in class.

October 7 - 9 Johnson

- Kellerman Chp. 7

October 14-16          Nixon

- Kellerman Chp. 8
- 10/14 Briefing paper, approximately 3-4 pages, due on the facts surrounding your initiative, posted to your Blackboard group prior to the start of class.

October 21- 23          Ford

- Kellerman Chp. 9

October 28 - 30          Carter

- Kellerman Chp. 10
- 10/30, presidency group meeting

October 29                  LAST DAY to drop classes

November 4- 6          Reagan

- Kellerman Chp. 11

November 11-13          Obama

- Rockman *et.al.* Chps. 11, 13, 14

November 18-25          Course conference, Understanding Presidential Leadership over Time  
Details on student led panel discussions to follow.

- 11/18 Paper due by start of class, posted to BB and hard copy to class.

November 27              Thanksgiving

December 2              TBA

December 3              Last day of fall semester classes

Final Exam:              Take home exam, to be completed by 8:00am Thursday 11/11/14.

[http://www.uta.edu/aao/recordsandregistration/assets/pdf/final\\_exam\\_schedule\\_fall2014.pdf](http://www.uta.edu/aao/recordsandregistration/assets/pdf/final_exam_schedule_fall2014.pdf)

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.