



Since I want to have a lot of class discussions in light of assigned, current articles, it is necessary that you read these articles in advance of the class discussions so you can participate. Informed, lively class discussions are fun and rewarding. To encourage your informed participation, as noted, your course grade will be based in part on your participation.

### **Course Outline**

- I. Introductory Comments
  - A. An Overview of the course: highlights from the course syllabus
  - B. Lessons from *The American Voter*: We are what we are politically because we all have unique backgrounds
  - C. Shed your partisan biases and think like political scientists
  - D. Appreciate my problems teaching the American presidency; a higher partisan and sensitive subject: Explain
  - E. What we will learn about the American presidency: Edwards: Introduction
  
- II. The Powers of the Presidency
  - A. Constitutional powers/formal powers

- C. The nomination process
  - D. The convention
  - E. The general campaign
  - F. Why third- : Electoral College realities
  - G. Historical trends, election types, etc.
  - H. Can Trump win reelection in 2020?: An analysis
- V. The President: Serving the Public
- A. Ideally, how presidents should serve the public
  - B. Promoting the public interest or promoting interest groups
  - C. The public and presidential politics: the good, bad, and the ugly
  - D. In sum, how well have our presidents served the public interest?
- VI. Presidential Leadership
- A. Presidential leadership types
  - B. What are the characteristics of good leadership?
  - C. What are the characteristics of bad leadership?
  - D.
  - E. Evalu
  - F. What role does skill and luck play in presidential performance
  - G. Should the Constitution be amended or rewritten to account for 21<sup>st</sup> Century realities?
- VI. Presidential Character and Performance
- A. Background: James Barber and others on presidential character/personality
  - B. Presidential personality types
  - C. Psychological factors, world views, style and other personal factors influencing presidential performance
  - D. A critique
- VII. The President and the Media
- A. The role of the media v. the role of the president: why presidents have always had an uneasy relationship with the media
  - B. Why presidents inevitably lose when they decide to fight the media
  - C. Why freedom of the press must be protected
- VII. Office of the President: Its Structure and processes
- A. Administrative structure and process
  - B. Key White House Offices
  - C. White House staff and its growth
  - D. The key importance of the Chief of Staff
  - F. The Cabinet and its declining role
  - G. The Whi tries to work the media and the public to the

H. Large size does not in itself make a president powerful

VIII. The President, the Executive Branch, and Presidential Decision Making

- F. As James M. Burns once noted: Madisonian democracy works too well. Do we need to reinvigorate the powers of our modern presidents so they can lead? Before Trump scholars said yes, but now they have their doubts

### **Required Readings**

George C. Edwards, III, Kenneth R. Mayer, Stephen Wayne, *Presidential Leadership, 10th edition* (Rowman & Littlefield Publishers, 2018).

Assigned readings from the Internet and emailed articles to you

### **Grading and Attendance Policies**

Mid-term	150 points
Position Paper	50 points
Final	150 points
Class Participation	50 points
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Total	400 points

My phone, e-mail, office, and office hours:  
314-977-3036 (office)

material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts & Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University.

(See <http://www.slu.edu.colleges/AS/academichonesty.html>)

### **Students with Disabilities**

Students with disabilities need to make arrangements with the Disabilities Coordinator, 977-8885, DuBourg, Room 36. The Americans with Disabilities Act will be honored completely.

<https://mail.slu.edu/cgi-bin/webmail.cgi?cmd=item-32&utoken=warrenkf40svd.slu.edu3...>  
8/24/2007

### **Grading Scale \***

A	93-100	B+	87-89	C+	77-79	D	68-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

\*An Incomplete for the course requires an agreement between the student and his/her professor with terms of the agreement submitted to SLU administrators.

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Basically, I have a twofold objective in teaching this course. First, I want students to learn about the institution and practices of the American presidency. Secondly, I want students to learn to think critically about the American presidency/presidential performance.

### **Modes of Assessment and Skills/Knowledge Being Assessed**

how well Trump is performing. I want students to be able to tell me in a scholarly manner why they would give Trump would require students know and apply the American -economic and political system to presidential performance, as well as presidential performance in light of the international setting.

Student knowledge and critical thinking skills pertaining to the American presidency will be assessed through a midterm and final exam, a position paper, and through their input in class

subject matter, but how sophisticated their conceptual or critical thinking skills are in addressing the subject matter of this course.

### **In-Class Activities**

In-class activities will consist of standard lectures combined with a lot of class discussions on topics related to the American presidency. Students will be expected to keep up with the reading assignments, especially the assigned current articles from the Internet and other articles sent to them via email so they can participate meaningfully in class discussions. Participation/class attendance \_\_\_\_\_ s course.

**To make certain I am including everything that is now required by**





Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to [www.slu.edu/success](http://www.slu.edu/success).

### **Disability Services Academic Accommodations Syllabus Statement**

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or [314.977.3484](tel:314.977.3484) to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.