

POLI 325-01: The Presidency

Spring 2022

Instructor:	Dr. Maren Trochmann (she/her/hers)	Location:	Maybank Hall 307
Email:	trochmannmb@cofc.edu	Meetings:	M/W 3:25-4:40pm
Office:	J.C. Long, 9 Liberty St, 216A	Prerequisites:	None
Office Hours:	By appointment over zoom		

Welcome to The Presidency (POLI 325). This is an American Politics & Processes course in the Political Science Major and is designed to introduce you to the American presidency and Executive Branch. I look forward to having you in class this semester!

Course Description

The Presidency analyzes the structure, behavior, history, and roles of the federal executive branch in the American political system. It is intended to help students develop a familiarity and understanding of the American presidency. It will focus on the modern departments that compose today's executive office, as well as the history, traditions, and development of the presidency, the individuals who have served as president, the formal and informal powers of the office, and the election process. In addition, special attention will be paid to current news and events surrounding the executive branch.

After completion of the course, students will have a greater understanding and appreciation for the history, traditions, powers, and potential of the American presidency, as well as the unique place the institution holds in the American political system. In addition, students should have a greater appreciation for the logistics of presidential elections and those who have held the office.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Demonstrate knowledge of the history and organization of the U.S. executive branch (assessed through quizzes, homework and exam)
- 2) Evaluate presidential election processes and outcomes (assessed through quizzes and homework assignments)
- 3) Analyze and critically assess at least one significant aspect of the U.S. chief executive (assessed through a final research paper)
- 4) Articulate and defend – both written and orally – critical arguments about the institution and powers of the US presidency (assessed through homework assignments and midterm)
- 5) Demonstrate an understanding of the personal aspect of the presidency, analyzing and assessing the characteristics of a (un)successful president and the relationships between modern presidents (assessed through current events presentation & final paper)

My Educational Philosophy

My educational philosophy is reflective of my experience as a practitioner in the public sector. I strongly believe that learning and growth occur most fully in the context of dialogue and through deep reflection on our own experiences and values. Although much of this content may be new to you, as consumers of modern media and past learners in political science courses, you bring knowledge, skills, and important critical thinking with you to the classroom. I believe a dialogue grounded in new texts and prior experience and learning is essential in the development and furtherance of your own knowledge and academic growth.

Required Texts & Additional Readings

All required readings, podcasts, or videos will be made available electronically through the OAKS system, accessible via MyCharleston. I have intentionally designed this course utilizing Open Educational Resources (OER) or freely available resources via the <https://library.cofc.edu/>. That said, we do rely

heavily on one textbook. Multiple copies are available via ProQuest online through the library. You are also welcome to purchase the book online (used or new) if you prefer a hard copy:

Edwards, George; Kenneth R. Mayer, and Stephen J. Wayne. (2020). *Presidential Leadership: Politics and Policy Making, 11th Ed.* Rowman & Littlefield.

Assignments, Due Dates, and Grading Scale

Assignments and Grading

Students are expected to read all assignments prior to class and **participate in class discussions**. Class participation is an important component of this class and the student’s overall learning experience. I also expect everyone to frequently browse the various news outlets, which will be used as a basis of discussing current events related to the class. Each student will be assigned a day to present and defend an aspect of the organization of the US Presidency. More information on this assignment will be provided separately.

Knowledge of the course readings and discussions will be tested on periodic quizzes and a midterm and final exam. Make-up quizzes and exams will not be given unless permission is received *prior* to the exam or there is a documented medical emergency. There will be brief summary papers or homework exercises from the *Presidential Leadership* text.

Late assignments will be marked down one-half of a letter grade for each day they are late. **Assignments that are more than 5 days past due will not be accepted.**

<i>Assignment</i>	<i>Points</i>	<i>Description and Rationale</i>
Engagement & Participation	25	Your active, enthusiastic, prepared, and civil engagement will be essential to enhance your own and your peers’ learning throughout the semester. With the understanding that not all students engage or participate in the same manner (shout out to the introverts!), there will be in class polls via Poll Everywhere or Menti.com and module exit tickets. Participation will be graded based on engagement in class discussions and active participation by the student. I am more interested in the quality of your comments rather than the quantity. We will complete a variety of group case studies intended to enrich the readings and apply the concepts throughout the semester during class in small groups. <i>See absence policy below for more information.</i>
Reading Quizzes (5) & Homework Assignments (5) (10 total; 10 points each)	100	Reading quizzes and homework assignments serve three related purposes: 1. They encourage you to stay up to date with the reading and fully prepare for class; 2. They offer me regular feedback on your learning and help me gauge your understanding of the assigned materials; 3. They are a working study guide for the midterm exam. <i>Quizzes must be completed online before class begins. Each quiz will cover a few of the key concepts from the assigned readings. Homework assignments are due on the date indicated (by 11:59pm).</i>
Mid-Term Exam	50	Exams are a useful assessment tool for evaluating learning. The mid-term exam will be take-home and in OAKS. The exam may contain multiple choice, true/false, short answer, and/or essay questions. <i>Due date: February 21</i>
Current Event Presentation & Memo	25	This current event presentation is your opportunity to demonstrate your understanding of course concepts and your ability to connect theory to real-life examples found in current events. You will pick a current event

		(or past) news article from a respected news source (e.g. <i>Wall Street Journal</i> , <i>NY Times</i> , <i>Washington Post</i> , <i>The Economist</i> , etc) and relate it to course concepts. The assignment includes both a memo summary (2-3 pages) and a short in-class oral presentation with one-two guided discussion questions.
Final Research Paper	100	The purpose of this research paper is to allow you to analyze and critically assess at least one significant aspect of the U.S. chief executive. The research should stimulate and focus your thinking on a specific aspect or challenge of the American presidency by selecting one historic or current event and analyzing it through the lens of presidential powers and course content. The paper should be 8-10 pages, double-spaced. More details will be provided in OAKS. Due date: April 25th
Total	300	*Additional details and rubrics for each assignment will be posted on OAKS and discussed in class.

Grading Scale

There are **300 points possible** in this class. Grades will be allocated based on your earned points.

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D	60-69%
B-	80-83%	F	59 & Below

Grades of “Incomplete” (I) are reserved for those students who for some unexpected reason are unable to complete final requirements for the class. Students requesting an “I” must see me as soon as they learn of their inability to complete the assigned work and should be performing at a passing level in the class.

Extra Credit: Experiential Learning

You will be presented with several opportunities to attend virtual or live events or lectures on campus or in the community. Many of these opportunities expand your knowledge about public service and allow you to engage in experiential learning. For extra credit, you must complete a one page (single-spaced) or two page (doubled-spaced) typed written summary that clearly describes the event/lecture, uses detailed examples to clearly link the lecture or event to class readings and discussions. The response must be well-written, organized, and contain limited to no grammatical errors. The instructor will notify the class of events/lectures that qualify via OAKS announcements, and you must submit your summary within one week of the event/lecture to the OAKS Dropbox. Each extra credit event will add 3 points (1%) to your final grade; no more than two (2) extra credit submissions are allowed.

Course Policies

Communication

Please do not hesitate to contact me. My preferred method of initial communication is email.

The way you present yourself in in written and verbal form says a lot about who you are, your work ethic, and your priorities. Consider every interaction you have with faculty and your peers an opportunity to demonstrate the best version of yourself.

Note: If you are unsure of your writing skill or abilities to complete the course assignments below, please be proactive in speaking to me at least two weeks prior to the due date(s). I will work with you to read early assignment draft(s) and provide feedback or guidance.

Technology

It is required that you have a computer with Internet access, microphone, and speakers. You must have a **reliable** Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can determine if this course will be manageable for you. I have also included resources below if you have concerns about course access or financial burdens.

If you have technical problems, please contact Student Computing Support or Helpdesk using these methods: [Student Computing Support](#) at 843-953-5457 or via email studentcomputingsupport@cofc.edu or the [IT Helpdesk](#) at 843-953-3375 or helpdesk@cofc.edu.

It's important to resolve technical problems swiftly, so do not delay getting support. Computer failure or unavailability does not constitute an excuse for not completing assignments.

Time Commitment, Attendance Policy, & Course Engagement

This is a full semester online course. We move quickly and your active presence and attendance is expected. Assume approximately **6-7 hours per week of active work** in the course. This includes checking your CofC email, viewing feedback, and engaging in class discussions and activities.

Attendance is expected and will factor into your overall engagement & participation grade. Please communicate with me as early as possible if you are ill, have an excused conflict, or need to miss class for any reason.

Your thoughtful and civil engagement will be essential to enhance your own and your peers' learning throughout the semester. We should show curiosity and respect for each other and our individual differences, valuing diverse perspectives during online discussions. Engagement requires us all to practice the values of fairness, justice, equity, responsiveness, and empathy.

Per the disclaimer under Student Support & Resources, I am aware of and sympathetic to the many challenges that college student experience, especially now in the time of COVID-19. If you are experiencing personal or health-related challenges, please communicate with me. There are numerous resources that I can recommend to you and, to the extent I am able, I will work with you on deadline extensions required for valid reasons.

Depending on circumstances, sometimes withdrawing from the class is the best option. March 25th is the withdrawal deadline for this full semester class with the grade of "W". Regardless of your circumstances, please reach out to me or somebody else for support before and/or after deciding to withdraw from the class.

Health and Safety

For COVID-19 related updates, please see: <https://cofc.edu/back-on-the-bricks/>. **President Hsu and campus leadership now require face coverings while indoors around others including in the classroom. If at any time any student does not comply with the face covering requirement, class will be canceled for that day.** The College of Charleston continues to [strongly encourage](#) all students to get vaccinated and to report their vaccination status to mitigate the spread of COVID-19. For those students who are not vaccinated, health experts encourage monthly testing; the College [offers](#) free voluntary weekly testing on campus to facilitate this effort.

If one or more students are absent for an extended period of time due to COVID-19 (quarantine or isolation), instructors may, at their discretion, conduct the class exclusively online via OAKS for the duration of student quarantine/isolation, record class lessons to share with students, or choose an alternate accommodation that provides the impacted student(s) with the opportunity to continue in the course. The

specific accommodation will vary depending on the number of students affected, the expected duration of their absence, and the needs of the class.

Student Support & Resources

Accommodations for Documented Disabilities

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. You can contact Center at SNAP@cofc.edu or (843) 953-1431. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before any accommodation is needed.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. The CSL is located on the first floor of Addlestone Library and they can assist you with writing term papers, essays, letters, memos or book reviews from developing ideas and organizing materials to editing final drafts (in addition to other services). I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources and they open on Monday, January 25, 2021. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>.

Food & Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to Professor Trochmann if you are comfortable in doing so.

Mental & Physical Wellbeing

At the college, we take every student's mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness), please consider contacting either the Counseling Center (professional counselors at <http://counseling.cofc.edu> or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit <http://counseling.cofc.edu/cct/index.php>, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

Inclusion

The College of Charleston offers many resources for LGBTQ+ students, faculty and staff along with their allies.

[Preferred Name and Pronoun Information](#)

I will gladly honor your request to address you by the name and gender pronouns of your choice. Please advise me of any request early in the semester via your college-issued email account or during office hours so that I may make the appropriate notation on my class list.

[On Campus Gender Inclusive facilities](#)

[Campus Resources](#)

[College of Charleston Reporting Portals](#)

[National Resources for Faculty & Staff](#)

[GSEC Reports](#)

[Documenting LGBTQ Life in the Lowcountry](#) (CofC
Addlestone Library Special Collections Project)

[College of Charleston Quality Enhancement Plan \(QEP\)](#)

[Articles about CofC and LGBTQ+ Issues](#)



Religious Accommodations

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student's religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student's presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

Additional Student Support Services

<http://capp.cofc.edu/Support%20Services/index.php>



Veterans and active-duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor

POLI 325-01: The Presidency Spring 2022

Module	Date	Topic	Readings and Material	Assignments
1: Introduction, Constitutional Foundations, & Powers of the Presidency	Jan. 10	Introduction, Overview, & Expectations	<ul style="list-style-type: none"> - Review the syllabus - Listen "Constitution's Article 2 Leaves Room for Interpreting Presidential Powers" NPR <i>Throughline</i> (6 minutes) 	
	Jan. 12	Studying the Presidency	<ul style="list-style-type: none"> - Edwards, Mayer, & Wayne (EMW) (2020). <i>Presidential Leadership</i>. 11th Ed. Chapter 1: Introduction (pages 1-13). 	
	Jan. 17	No Class	Martin Luther King, Jr. Holiday, observed.	
	Jan. 19	Founding Debates & <i>The Federalist Papers</i>	<ul style="list-style-type: none"> - Listen Civics101 "Founding Documents: The Federalist and Anti-Federalist Papers" Podcast (28 minutes) - Read <i>The Federalist Papers</i> 67-76, as assigned. 	Reading Quiz #1 <i>All quizzes due prior to class.</i>
	Jan. 24	Powers of the Presidency	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 2: The Powers of the Presidency, pages 14-34 - Watch: "The Presidents: 1789-1825 on Kanopy 	
	Jan. 26		<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 2: The Powers of the Presidency, pages 34-47 - Listen: Full Episode "> Presidential Power" <i>Throughline</i> (52 minutes) 	Homework #1
2: Electing the President	Jan. 31	The Primaries & Nomination Process	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 3: The Nomination Process, pages 49-72. - Watch "The Presidents: 1825-1849" on Kanopy 	
	Feb. 2		<ul style="list-style-type: none"> - Listen to "Our Presidential Primary System is an Accident." <i>The Primary Project, FiveThirtyEight</i> (34 minutes) - Shapiro, Walter. (2021). "Rationalizing the Nomination Process." <i>Brennan Center</i>. 	Reading Quiz #2
	Feb. 7	The Electoral College	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 4: The Presidential Election, pages 74-84. - Codrington III, Wilfred. (2019). "The Electoral College's Racist Origins." <i>The Atlantic</i>. 	
	Feb. 9	The General Election	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 4: The Presidential Election, pages 84-99. - Blake, William D. (2019). "'One difficulty... of a serious nature': The overlooked racial dynamics of the electoral college." <i>The Forum</i>, 17 (2), 315-343. PDF in OAKS 	Homework #2
3: Structures, Institutions, and Balance Between the Branches	Feb. 14	Institutional Structure	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 8: The Structure of the Presidency, pages 210-240 	
	Feb. 16	The Executive Branch	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 10: The President & the Executive Branch, pages 286-330 - Watch "The Presidents: 1849-1865" on Kanopy (45 mins) 	Reading Quiz #3
	Feb. 21	No Class – Complete Midterm in OAKS by 11:59pm.		Midterm Due @ 4:40 pm
	Feb. 23	The President & Congress	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 11: The President and Congress, pages 333-374 	
	Feb. 28	The President & the Judiciary	<ul style="list-style-type: none"> - EMW Presidential Leadership. Chapter 12: The President and the Judiciary, pages 378-406 	

			- SCOTUS Nominations Reading TBD	
	Mar. 2	Interlude: Presidential Leadership & Reconstruction	- Watch “The Presidents: 1865-1885” on Kanopy (45 mins) - Listen “ Reconstruction w/ Jamelle Bouie ” on <i>You’re Wrong About</i> Podcast (62 mins) - Watch “The Presidents: 1885-1913” on Kanopy (45 mins)	Homework #3
March 6-12 No Classes				Spring Break
4: The Public and the Media	Mar. 14	The President & the Public	- EMW Presidential Leadership . Chapter 5: The President and the Public, pages 107-132	
	Mar. 16		- EMW Presidential Leadership . Chapter 6: Leading the Public, pages 135-170 - Listen: “ What Makes a Party or Politician Popular? ” FiveThirtyEight Politics Podcast. * <i>You do not need to listen to the last segment (last 15 minutes).</i>	Reading Quiz #4
	Mar. 21	No Class	Dr. Trochmann at a Conference. <i>Use this time to work on and submit your research paper topic proposal.</i>	Submit Research Paper Topic
	Mar. 23	The Media	- EMW Presidential Leadership . Chapter 7: The President & the Media, pages 173-208	
5: Presidential Leadership & Policy Impacts	Mar. 28	Decision Making	- EMW Presidential Leadership . Chapter 9: Presidential Decision Making, pages 243-284	
	Mar. 30	WWI & II and the Great Depression	- Watch “The Presidents: 1913-1945” on Kanopy - Listen “ S4 E6: A New Deal ” from Scene on Radio podcast	Homework #4
	Apr. 4	Domestic & Economic Policy	- EMW Presidential Leadership . Chapter 13: Domestic & Economic Policy Making, pages 411-432	
	Apr. 6	Post-WWII Presidential Leadership	- Watch “The Presidents: 1945-1977” on Kanopy (45 mins) - Watch “The Presidents: 1977-2005” on Kanopy (45 mins)	
	Apr. 11	Foreign Policy & Defense	- EMW Presidential Leadership . Chapter 14: Foreign & Defense Policy, pages 435-462	Reading Quiz #5
6: Recent Presidential History & Course Wrap- Up	Apr. 13	Recent	- Listen to “ 60 words, 20 Years ” RadioLab Podcast (72 mins)	
	Apr. 18	Presidential History	- Watch “The Presidents: 1977-2005” on Kanopy (45 mins)	
	Apr. 20		- G. W. Bush, Obama, Trump, and Biden Presidential Podcasts <i>Washington Post</i> , as assigned	Homework #5
	Apr. 25	No Class	Submit Final Research Paper in OAKS.	Research Paper
Date/Time TBD see https://registrar.cofc.edu/calendars/				

*The instructor reserves the right to alter or amend the schedule or readings, as needed. Students will be informed of these changes as appropriate and in a timely manner.