COURSE PURPOSE AND OBJECTIVES:
Although this is a seminar on both the presidency and Congress, we will emphasize the presidency. The larger purpose of this course is to better understand the office of the presidency and its place in the American constitutional republic. To do this we will approach the subject in two manners. First we must understand the theory of the executive office, especially as it was understood and envisioned by the framers of the Constitution. Second, we will engage in political history, which involves a study of the political actions of specific presidents. Because the emphasis in this course is on how presidents act, it is, in a larger sense, a course on statesmanship. The study of how presidents have exercised the office through specific policies – both foreign and domestic – reveals how they understood the Constitution and the American regime, and enlightens us to the meaning of both today.

CONTACTING THE PROFESSOR:
Students are encouraged to meet with me outside of class to discuss any aspect of the materials or topics we cover in the course.
Office: Andrews 213
Office Phone: (419) 289-5686
Email: ccburkett@ashland.edu
Office Hours: Tuesday 10:50-12:00, Wednesday 11:15-12:15, and by appointment

STUDENT RESOURCES:
Students are encouraged to visit my personal website at www.ashland.edu/~cburket1/. Occasionally I will post course materials online, and there are also other valuable links and resources for students posted at this website.

GENERAL POLICIES:
- **PLAGIARISM:** ANY WILLFUL PLAGIARISM ON PAPERS OR CHEATING ON EXAMS WILL RESULT IN AN “F” FOR THE COURSE. You should read the Academic Integrity Policy in the student handbook or catalog. Also see the link on plagiarism at my website, www.ashland.edu/~cburket1/.
- **ATTENDANCE:** You should make every effort to attend every class. Even if you have what you think is a good reason for missing a class, the professor retains the discretion to decide whether to count it as an excused or unexcused absence. An unacceptable number of absences will result in a deduction from the final grade for the course.

Contents of this syllabus are subject to change.

REQUIRED TEXTS:
COURSE REQUIREMENTS:

1. Class preparation and participation (roughly 30% of the final grade):
This portion of the grade includes class preparation, quality participation, memory of assigned readings, and attendance. The preparation portion of the grade may also be influenced by reading quizzes, which may be given on occasion without prior notice. STUDENTS ARE EXPECTED TO DO THE READINGS BEFORE CLASS. The best way to prepare for class is to read the assignments and make a brief outline of the main points. Then memorize your outline. Discussion is highly encouraged in this course.

2. Seminar paper / panel discussion (roughly 35% of the final grade):
Students will write a 6-8 page seminar paper and present it to the class as part of a panel. The paper presentation will be followed by discussion among panel members and a question & answer session with the class. The purpose of the paper and debate is to focus on one president, or a comparison/contrast between two presidents, with regard to how their policies reflect their understanding of the office, of the Constitution, and of republican or democratic government. There are three dates assigned for the panels, which are listed on the reading plan. The instructor will distribute a sign-up sheet in class. Papers are due at the end of the seminar/panel.

PAPERS MUST BE SUBMITTED IN HARD-COPY FORM – NO EMAILED PAPERS WILL BE ACCEPTED.

See also “Guidelines for writing papers” at the end of this syllabus

3. Final exam (roughly 35% of the final grade):
The exam will consist of a short answer section and an essay section. In writing your exam essays, you should demonstrate that you have a good grasp of the topics we have covered in class. The exam is your opportunity to demonstrate that you have been participating intellectually in and out of class and thinking seriously about the topics we have discussed.

See also “The Meaning of Grades” at the end of this syllabus
READING PLAN

WEEK 1 (8/25, 8/27):

Tu: Introduction
Quotes from James Madison and Woodrow Wilson

Th: The Theory and Traditions of Executive Power
U.S. Constitution (booklet), especially Article I sections 7-10; Article II (all);
Article IV section 4; and Article VI.
John Locke, Second Treatise, Chapters XII, XIII, and XIV

WEEK 2 (9/1, 9/3)

Tu: Creating the Office of the Presidency
Charles C. Thatch, The Creation of the Presidency, chapter 3
James Madison, Notes of Debates in the Federal Convention (excerpts)

Th: Debating the Office of the Presidency
George Mason’s Objections
Federal Farmer XIV
The Federalist Nos. 23, 68, 70 and 71 (excerpts)

WEEK 3 (9/8, 9/10)

Tu: The Presidency of George Washington
Washington to Hamilton, 3 October 1788
Washington to Benjamin Lincoln, 26 October 1788
Washington, First Inaugural Address, 1789
Washington, First Annual Message to Congress, 1790
Washington to David Stuart, 15 June 1790
Washington, Second Annual Message to Congress, 1790
Washington, Third Annual Message to Congress, 1791
Flexner, Washington: The Indispensable Man, chaps. 27, 28, 29, 30, 31 and 34

Th: The Presidency of George Washington
Washington, Proclamation of Neutrality, 1793
Pacificus and Helvidius Letters, 1793
Washington, Sixth Annual Message to Congress, 1794
Flexner, Washington: The Indispensable Man, chaps. 35, 36, 37, 38, 40, 41 and 43
WEEK 4 (9/15, 9/17):

Tu: The Presidency of George Washington
   Washington, Farewell Address
   Flexner, Washington: The Indispensible Man, chaps. 46 and 47

Th: Andrew Jackson and Presidential Leadership
   Jackson, First Inaugural Address, 1829
   Jackson, State of the Union Address, 1829
   Jackson, State of the Union Address, 1830
   Jackson, Message on the Veto of the Bank Bill, 1832
   Remini, The Life of Andrew Jackson, chaps. 14, 16 and 17

WEEK 5 (9/22, 9/24)

Tu: Andrew Jackson and Presidential Leadership
   Jackson, State of the Union Address, 1832
   Jackson, Proclamation Regarding Nullification, 1832
   Jackson, Second Inaugural Address, 1833
   Remini, The Life of Andrew Jackson, chaps. 18 and 19

Th: Andrew Jackson and Presidential Leadership
   Jackson, Farewell Address, 1837
   Remini, The Life of Andrew Jackson, chap. 25

WEEK 6 (9/29, 10/1)

Tu: Panel: Washington & Jackson
   No readings assigned

Th: Transition: Abraham Lincoln and Executive Power
   Lincoln, Message to Congress in Special Session, 1861
   Lincoln, Letter to Albert Hodges, 1864

WEEK 7 (10/6, 10/8)

Tu: The Presidency of Theodore Roosevelt
   Landy & Milkis, American Government, pp. 389-94

Th: The Presidency of Theodore Roosevelt
   Roosevelt, State of the Union Address, 1901
   Roosevelt, “The Big Stick and the Square Deal”
WEEK 8 (10/13, 10/15)

Tu: The Presidency of Theodore Roosevelt
   Platt Amendment to Cuban Constitution, 1901
   Roosevelt, State of the Union Address, 1902
   Roosevelt, State of the Union Address, 1903
   Roosevelt, State of the Union Address, 1904
   Roosevelt, State of the Union Address, 1905
   Roosevelt, State of the Union Address, 1906

Th: Transition: Woodrow Wilson
   Wilson, Constitutional Government in the United States, 1908

WEEK 9 (10/20, 10/22)

Tu: The Presidency of Calvin Coolidge
   Coolidge, “The Destiny of America,” 1923
   Coolidge, Address at National Education Society, 1924
   Coolidge, State of the Union Address, 1923
   Sobel, Coolidge: American Enigma, pp. 309-337

Th: The Presidency of Calvin Coolidge
   Coolidge, Address at Gettysburg Battlefield, 1928
   Coolidge, Address at Pan American Conference, 1928
   Sobel, Coolidge: American Enigma, pp. 339-358

WEEK 10 (10/27, 10/29)

Tu: Panel: Theodore Roosevelt & Calvin Coolidge
   No readings assigned

Th: Franklin Roosevelt and Executive Leadership
   Roosevelt, First Inaugural Address, 1933
   Roosevelt, Fireside Chat on the New Deal Program, 7 May 1933
   Landy & Milkis, Presidential Greatness, pp. 153-65
WEEK 11 (11/3, 11/5)

Tu: Franklin Roosevelt and Executive Leadership
Roosevelt, State of the Union Address, 1937
Roosevelt, Fireside Chat on Reorganization of the Judiciary, 9 March 1937
Landy & Milkis, *Presidential Greatness*, pp. 165-87

Th: Franklin Roosevelt and Executive Leadership
Roosevelt, Fireside Chat on Inflation and Progress of the War, 7 September 1942
Roosevelt, State of the Union Address, 1944

WEEK 12 (11/10, 11/12)

Tu: Interlude: Lyndon Johnson
Johnson, State of the Union Address, 1965
Landy & Milkis, *Presidential Greatness*, pp. 205-19

Th: Reagan and Executive Leadership
*Reagan in His Own Hand*:
“Peace” (p. 4)
“Communism, the Disease” (p. 10)
“America’s Strength” (p. 12)
“The Russian Wheat Deal” (p. 26)
“War” (p. 99)
“Human Rights” (p. 165)
“Free Enterprise” (p. 228)
“Images” (p. 252)
“Government Spending” (p. 256)
“Red Hen” (p. 262)
“Socialized Medicine” (p. 364)

WEEK 13 (11/17, 11/19)

Tu: Reagan and Executive Leadership
Reagan, Acceptance Speech at 1980 Republican Convention
Reagan, First Inaugural Address, 1981
Reagan, State of the Union Address, 1983

Th: Reagan and Executive Leadership
Reagan, Speech to National Association of Evangelicals, 1983
Reagan, Address to the Nation on National Security, 1983
Hayward, *The Age of Reagan, 1980-89*, chapter 7
WEEK 14 (11/24, 11/26)

Tu: Panel: Franklin Roosevelt & Ronald Reagan
   No readings assigned

Th: THURSDAY, 11/26 – NO CLASS – THANKSGIVING BREAK

WEEK 15 (12/1, 12/3)

Tu: Presidential Vision: George W. Bush
   Bush, First Inaugural Address, 2001
   Bush, Speech at West Point, 2002
   Bush, Second Inaugural Address, 2005

   FINAL EXAM DUE AT THE BEGINNING OF CLASS

Th: Presidential Vision: Barack Obama
   Obama, Inaugural Address, 2009

   LAST DAY OF CLASS - THURSDAY, 12/3
The Meaning of Grades:

“A”: Excellent work demonstrating unusually thorough preparation, genuine comprehension and synthesis, insight and even originality. It is remarkably well-written and presented. The grade signifies not simply very good work but exceptionally fine work.

—in a word, MASTERY.

“B”: Very good, thorough work. The work demonstrates thorough preparation, a grasp of the subject matter and thorough command of the materials of the course. It may not show any special insight or originality, but it demonstrates clear understanding of the material with answers presented in a clear and logically correct style.

—in a word, COMPETENCE.

“C”: The work is acceptable for degree credit. It does not mean “poor” work because we should not award degrees for poor work. The work demonstrates an adequate, though not comprehensive, grasp of the subject matter. Significant information might be overlooked. The work may not display a full appreciation of the meaning or implication of a question. Answers might be too brief to allow sufficient development. An essay might read like a list of facts rather than a well-developed argument. It might appear to be wholly derived from the lecture material, ignoring relevant readings or references to the readings. Though imperfect, the work is, on the whole, of a quality that is acceptable in the sense that the award of the degree for this level of work is warranted.

—in other words, ACCEPTABLE or SATISFACTORY.

“D”: Work that barely qualifies for academic credit. The student has clearly learned something from the course, but the work is shoddy and shows poor or inconsistent preparation. The general impression is of an examination or essay that is inadequately prepared or understood or poorly presented. A student who performs consistently at this level should not expect to be awarded a college degree.

—in other words, POOR BUT PASSING.

“F”: Work that shows little or no preparation or comprehension. Many facts or references are missing or are misunderstood. There is little or no analysis, and the style is poor, confused or incomprehensible. IT DOES NOT MEAN THAT NO WORK HAS BEEN DONE, NO CLASSES WERE ATTENDED, NO ESSAYS WERE WRITTEN OR NO LEARNING HAS TAKEN PLACE. A student can attend classes (or at least some or most of them), do the reading (perhaps inconsistently), and hand in the required work and yet receive an “F” if the product does not reflect some minimal command of the materials of the course.

—in a word, UNACCEPTABLE.
Guidelines for writing papers

1. Papers should be double spaced, with 1” margins at the top and bottom and 1 ¼” margins on each side. Use 12 point, Times New Roman font or equivalent.

2. **Always** number your pages.

3. Check spelling, punctuation and capitalization. These should be **perfect**.

4. Correctly cite your sources, even if you paraphrase an author. You may use footnotes, endnotes, or parenthetical citations.
   - Example: “A wise prince, therefore, has avoided these arms and turned to his own” (Machiavelli, *The Prince*, 86).
   - Example: Machiavelli wrote that wise princes rely on their own resources rather than relying on the arms of other men (Machiavelli, *The Prince*, 86).

General reminders on style:

5. Vague and unclear writing is the product of vague and unclear thinking. If you are having a difficult time conveying an idea, it is because you are unclear about that idea.

6. Read your essay aloud several times before you submit it. If it sounds awkward or unclear, rewrite your essay until it becomes clear. Remember, the reader does not know what you are trying to say, only what you are saying.

7. Organize your ideas in paragraphs; avoid huge leaps from one idea to another between paragraphs. Each paragraph should have some thematic relation to the preceding and following paragraphs.

8. Eliminate wordiness, flowery language, and overly complex or run-on sentences.

9. Avoid pusillanimous phrases such as “I believe,” “I think,” or “In my opinion.”

10. Always strive for clarity. Try to avoid vague words such as “thing,” “stuff,” “this,” and “that.”
    - Bad: The main thing that Churchill disliked was this.
    - Good: Churchill most disliked inactivity.

11. When quoting another author, make sure the reader knows who is speaking. Never simply drop a quote into your paper.
    - Bad: “If men were angels, no government would be necessary.”
    - Okay: As James Madison wrote, “If men were angels, no government would be necessary.”
    - Better: “If men were angels,” James Madison wrote, “no government would be necessary.”

12. Never introduce a new paragraph with a conjunction; never introduce a sentence with “however” or “therefore.”
    - Unacceptable: However, the evidence suggests that he is wrong.
    - Acceptable: The evidence, however, suggests that he is wrong.

13. If you quote another author, and the quote is more than four lines in length, use a block quote: single space, full justify, and indent the text an additional ½ inch on each side. For example:

   In framing a government which is to be administered by men over men, the great difficulty lies in this: You must first enable the government to control the governed; and in the next place oblige it to control itself. A dependence on the people is, no doubt, the primary control on the government; but experience has taught mankind the necessity of auxiliary precautions (Madison, 232).

14. For further advice, consult William Strunk, Jr. and E.B. White, *The Elements of Style*. It has gone through many editions, is short, inexpensive, lively and invaluable.
Common grammatical mistakes:

15. *Never* write in sentence fragments.
   ALL sentences must have a subject and a verb:
   Fragment: The extreme hostility toward those against the measure.
   Prepositional phrases and subordinate clauses can not stand alone without a main clause:
   Fragment: Although he could not go to class.

16. Make sure nouns and verbs agree in number and tense:
   Incorrect: He had *went* to class early.
   Incorrect: Cindy, along with most of her friends, *believe* that it was unfair.

17. Never use “he or she” or “they” to indicate a single person; use “he.”
   Incorrect: If a person (singular) decides to write, *they* (plural) should write well.

18. Avoid comma faults.
   Incorrect: She was able, to understand the economy.

19. In a series of three or more terms, use a comma after each (except the last).
   Correct: red, white, and blue
   Correct: He baked the cake, iced it, and ate it after supper.

20. Enclose parenthetic expressions between commas.
    Incorrect: The executive, as Hamilton envisioned should hold a very long term of office.
    Correct: The executive, as Hamilton envisioned, should hold a very long term of office.

21. Use “that” and “which” correctly. “Which” introduces a subordinate clause and must follow a comma.
    Incorrect: He sat on the chair which was empty.
    Correct: He sat on the chair that was empty.
    Correct: He sat on the chair, which was not being used by anyone.

22. Whenever possible, use active verbs.
    Passive: The problem *was understood* by him.
    Active: He *understood* the problem.

23. Avoid contractions, such as don’t, can’t, wouldn’t, doesn’t, she’s

24. Use “being” correctly; it is not a substitute for “as,” “since,” or “because.”
    Incorrect: Although he did not win, Tom accepted the praise, being that he had raced well.
    Correct: Although he did not win, Tom accepted the praise, as he had raced well.

25. Use apostrophes correctly.
    Incorrect: *Sharons* car is red.
    Incorrect: I solved three *problem’s*.

26. The possessive of “it” does not use an apostrophe; “It’s” means “it is.”
    Incorrect: *It’s* paw was stuck in the rocks.
    Correct: *Its* paw was stuck in the rocks.

27. Beware of homonyms (words that sound the same but have different meanings).
    Incorrect: *Their* were two problems to be red.
    Incorrect: *There* car was read.
    Incorrect: He lead the others in the fight.
    Incorrect: The society *excepted* him as a new member.

28. Do not confuse “than” and “then.” “Than” indicates comparison; “then” indicates time.
    Incorrect: If he does, *than* I will go with him.
    Incorrect: His wisdom is greater *then* mine.

29. Keep related words together.
    Incorrect: He noticed a large stain on the rug that was right in the center.
    Correct: He noticed a large stain right in the center of the rug.

30. Use “second, third,” etc., rather than “secondly, thirdly,” etc.