

College of Continuing Education

The University of Oklahoma

Advanced Programs

Course Title: The Presidency

Course Number: PSC 5452-101

Course Description: This course will examine the American presidency with an emphasis on the president's role in developing and implementing public policy and managing the executive branch of government. Over the course of the 20th century the presidency became the principal (although certainly not the only) source of major policy development. Along the way, the executive branch became a richly elaborated set of institutions that stretched to the limit the presidency's span of control. How has the presidency developed an institutional capacity to deal with its expanded range of obligations? How are the Executive Office of the President and the White House staff structured to shape policy and administration? What contextual and environmental factors shape the presidency today? What approach have recent presidents taken to the office? How have they made decisions? These are among the central questions that this course will address, looking at both domestic and foreign policy making.

Class Dates, Location, and Hours: October 21-23 & 28-30, 2005 - 3281 Sheridan Road, Fort Sill, Oklahoma.
Class Hours: Fri 5:30-9:00 p.m., Sat 9:00 a.m.-5:00 p.m.; Sun 12:00-4:00 p.m.

Last Day to Enroll or Drop without Penalty: September 22, 2005

Site Manager: Jill Baker. **Field Assistant:** Denise Dauzy. **Phone:** 580-355-1974; **Fax:** 580-351-9674; **E-mail:** apftsill@ou.edu

Course Professor: Ronald M. Peters Ph.D.

Mailing Address: Dept of Political Science
DAHT 205
The University of Oklahoma
Norman, OK 73072

Telephone Number: (405) 325-6372 **Fax Number:** (405) 325-6372

E-mail Address: rpeters@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, or by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore at www.oklahomaunion.bkstr.com. Orders may also be placed by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

- 01 Kessel, John H. (2001). *Presidents, the presidency and the political environment*. Washington, DC: CQ Press. ISBN 0871877945. **(Text prices are available online.)**
- 02 Edwards, George C. & Davies, Philip J. (2004). *New challenges for the American presidency*. White Plains, New York: Longman Publishing Group. ISBN 0321243811. **(Text prices are available online.)**
- 03 Woodward, Bob (2004). *Plan of attack*. New York: Simon & Schuster. ISBN 0743255488. **(Text prices are available online.)**

04 Materials posted on the OU Desire to Learn (D2L) system:

1. Access D2L at <https://learn.ou.edu/index.asp>.
2. Enter OU NetID (4x4) and password.
3. Select course and access material.

If the student has not used these services before, contact the Site Manager for assistance.

Use of D2L

I will use D2L for posting announcements and documents, including power point presentations. I am on the lookout for items pertaining to presidents and policy making. If and as I find them, I will post them on the course D2L site. Check regularly for announcements. Articles will be posted in the “Course Documents” section of D2L if you find that the course is not made available on D2L, this means that I haven’t yet posted anything.

In addition to the course readings, we will be viewing a number of videos pertaining to various presidents and/or aspects of the presidency.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

1. To introduce the student to the modern presidency
2. To understand, in particular, the managerial dimension of presidential administration
3. To consider the role of the president in the making of domestic and foreign policy
4. To relate all of this to an assessment of the presidency and recent presidential administrations

Assignments, Grading, and Due Dates:

Pre-Class Assignment: Students are asked to bring to class on the first class day a paper of approximately 10 double-spaced pages using 1 inch margins all around and 12 font.

Step 1: Your point of departure is the White House web site at <http://www.whitehouse.gov/>. Here you will be able to find what the Bush administration has to say about its policies. You can start with the “In Focus” section and proceed from there. Select a major policy initiative or position of the administration.

Examples would include No Child Left Behind, Healthy Forests, the Medicare Prescription Drug bill, Clear Skies, the USA Patriot Act, the doctrine of preemptive war, and others.

Notice that these examples address specific policy initiatives, which should help narrow the focus of your papers. State what the policy is, and explain as succinctly as you can what the Bush administration proposes. Then identify the units or agencies of the government that are involved in developing and implementing this policy.

Step 2: Go on the internet and find web sites that offer commentary, criticism, or analysis of the president's policy. For example, if you are considering an environmental policy, the NRDC web site will have lots of stuff. Make sure that you consult only credible web sites. The AARP is among any number of credible web sites addressing Social Security and Medicare, for example. If you are looking at homeland security issues, you don't want to go to web sites sponsored by fringe groups. You get the idea.

Drawing upon what you can learn on the web, include in your paper a discussion of the pros and cons of the Bush policy that you have chosen. Who supports it, and what arguments are made on behalf of Bush's policies? Who opposes Bush, and why?

Format: You should provide a reference list indicating all web sites that you draw upon, including their URLs. The references in the text should be made parenthetically (Smith, 2003). To simplify this, provide a short title for each URL. Thus, the White House web site can be referenced as "White House" in both your reference list and in the text. You should provide citations for all direct quotations and where appropriate to list the sources you are relying upon.

Step 3: Conclude your paper by identifying the key policy issues that serve to define the political debate. In developing this paper, I assume that you will be informed by the course readings. Direct applications of the course readings are welcome.

FAQs: Can you select a policy that has already been adopted, for example Bush's education bill? Yes.

What if I can't find any web sites that deal with the policy? Select a different policy.

Should I state my own opinion? You need not but you can if you want. I'm less interested in your opinion than I am in your analysis.

The following template will be used for class discussion of these policy papers, and may be of some assistance to you in writing the papers.

Template for Discussing Presidential Policy Papers

The President's Policy Position

What is the policy position of the president?

What constituencies does the president's policy position reward?

What view of the role of government does the President's policy position suggest?

What approach to implementing public policy does the President's policy position entail?

How does this policy position seem to relate to other policy positions taken by the administration with respect to these questions?

What values does the President's policy position embrace?

What are the political implications of the president's policy position?

The Opponents' Policy Position

What is the policy position of those opposed to the President's policy?

What values does their policy position embrace?

What constituencies does their policy position reward?

What view of the role of government does their policy position suggest?

What approach to implementing public policy does their policy position entail?

How does their policy position seem to relate to other policy positions taken by administration opponents with respect to these questions?

What are the political implications of their policy position?

Final Exam: There will be a final exam. This may be taken in class during the last class session, or offered as a take-home final. Take home finals are typically due via email about a week after the class ends. The final will consist of a set of essay questions, usually two out of three.

Your course grade will be based on your pre-class paper, your final exam, and your contributions to class discussion.

We will begin with the Kessel book, interfacing chapters from the Edwards-Davies book where appropriate. Then we will discuss the pre-class papers. After that, we will proceed to discuss recent presidencies, probably beginning with Reagan. Videos will be interspersed. We will conclude with a case study of President Bush's decision to take the country to war in Iraq, discussing Bob Woodward's book, *Plan of Attack*.

Grading: This is a letter-graded course: A, B, C, D, or F.

Companion Directed Reading: PSC 5451-501

Textbook(s) and Instructional Materials:

05 Shambaugh, George E. & Weinstein, Paul J (2003). *The art of policy making: Tools, techniques, and processes in the modern executive branch*. White Plains, New York: Longman Publishing Group. ISBN 032108103X. **(Text prices are available online.)**

Course Objective: The CDR (Companion Directed Reading) is offered to enhance and reinforce the objectives of PSC 5452.

Assignment: Your assignment is to write a 3000 word paper in which you discuss and assess this book. Do NOT simply provide a book review. Instead, explain what this book is about and then assess what it contributes to your understanding of presidential policy making that goes beyond what the other course readings had to offer. What new knowledge have you learned? Assess the contribution of this book in comparison to the three required books for the course.

Grading: This CDR is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

CDR Due Date: November 20, 2005

NOTICE: Failure to meet this CDR Due Date could result in a grade of U or I (Incomplete), depending on the professor's guidelines, and may adversely impact Tuition Assistance and/or Financial Aid.

ATTENDANCE/GRADE POLICY NOTICE

Students are required to attend all classes and submit coursework according to the assigned deadlines. If you anticipate any deviations from the attendance or coursework submission requirements, you must coordinate with the professor for approval in advance of the on-site seminar. Professors *are not required* to allow missed class time or to accept late coursework. **Failure to meet attendance guidelines or coordinate deviations with the professor may result in a lower grade being assigned. Failure to meet the coursework submission requirements or coordinate deviations with the professor may result in a grade of I or U being assigned, or the work may not be accepted.** Professors *are not required* to allow students a year to make up grades of “Incomplete.” Professors may adopt guidelines that are more restrictive than the University maximum of one year. Professors understand the workload and associated issues of students in a military population, and they will do everything they can to help you meet your educational goals. You must understand, however, that the *guidelines and requirements are at the professor's discretion*. This policy applies to the two-credit hour course, the one-credit hour Companion Directed Reading and the three-credit online course.

Government regulations for completing coursework frequently differ from university requirements. **Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance.** See the education counselor at your local education center for a complete description of your TA or VA requirements.

ACADEMIC HONESTY

Honesty is a fundamental precept in all academic activities and ... [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- a) cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student's academic performance or achievement;
- b) assisting others in any such act;
- c) or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the [Student Code](#) of the University of Oklahoma.

*Please see OU website for details concerning OU Academic Honesty policy set forth by the Honor Council. www.ou.edu/honorcouncil.

ACCOMMODATION STATEMENT

The [College of Continuing Education](#) [Advanced Programs] is committed to making its activities as accessible as possible. The College and the University provide a range of special services for those with disabilities. If you anticipate a need for some of these services, please contact your OU Site Manager.

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Manager. Students should retain a copy of any assignments that are mailed to the professor for the course.

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RONALD M. PETERS, Jr., Ph.D.

EDUCATION

1974 Ph.D. in Political Science, Indiana University

CURRENT POSITIONS

Advanced Programs Professor since 1975

Regent's Professor, Carl Albert Congressional Research and Studies Center

FREQUENTLY TAUGHT ADVANCED PROGRAMS COURSES

PSC 5172	Bureaucracy and Politics
PSC 5222	American Foreign Policy
PSC 5262	Congress in the Political System
PSC 5222	American Foreign Policy
PSC 5392	Regulatory Policy
PSC 5452	The Presidency
PSC 6172	Leading Public Organizations

MAJOR AREAS OF TEACHING AND RESEARCH INTEREST

Political Theory, American Government, Congress and Congressional Leadership

REPRESENTATIVE PUBLICATIONS AND PRESENTATIONS

“The Demise of Newt Gingrich as a Transformational Leader: Does Organizational Leadership Theory Apply to Legislative Leaders?” *Organizational Dynamics*, January 2002.

“Southern Party Leaders in the Postreform House,” in John Kuzenski, Larry Moreland, and Robert Steed, eds., *Eye of the Storm: The American South in the Postreform House*, (Westport, CONN: Praeger, 2001).

“Institutional Context and Leadership Style: The Case of Newt Gingrich,” in Nicol Rae and Colton Campbell, eds., *New Majority or Old Minority: The Impact of the Republicans on Congress*, (Lanham, MD: Roman and Littlefield, 1999).

With Vega, A. (1996, Spring). Principal-agent theories of party leadership under preference homogeneity: The case of Simpson-Mazzoli. *Congress & the Presidency*.

Peters, R. M. (1994, revised paperback edition, 1995). *The Speaker: Leadership in the U.S. House of Representatives*. Congressional Quarterly, Inc. Washington, D.C. (editor and author of two chapters).

Peters, R. M. (1992). *The Next Generation: Dialogue Between Leaders and Students*. Norman, OK: University of Oklahoma Press.

With Hertzke, A. D. (Eds.). (1991). *The Atomistic Congress: An Interpretation of Congressional Change*. Armonk, NY: M.E. Sharpe Press.

Peters, R. M. (1990, 1997). *The American Speakership: The Office in Historical Perspective*. Baltimore: Johns Hopkins University Press.

Peters, R. M. (1978). *The Massachusetts Constitution of 1780: A Social Compact*. Amherst: University of Massachusetts Press.

Publications have appeared in *The Political Science Reviewer*, *The Encyclopedia of American Political Parties*, *Journal of Legislative Studies* and *The Encyclopedia of the United States Congress*.

MAJOR PROFESSIONAL AFFILIATIONS

American Political Science Association
American Society for Public Administration
Southwest Political Science Association
Oklahoma Political Science Association

REPRESENTATIVE HONORS AND AWARDS RECEIVED

Regents' Teaching Award in 1994
Named Outstanding Oklahoma Political Scientist for 1995