Although the American system of government was designed as a "republic," the best
description of it today is as a "presidential system" of government. In this course we will
explore the historical foundations, development, and institutionalization of the presidency.
The Constitutional evolution of the office will be examined. And we will study the Presidency
as it relates to the system of separation of powers.

The course will begin with an examination of the historical basis for the presidency.
Particular attention will be paid to the conception of the presidency as created by the
Framers. This blueprint will be compared to the development of presidential powers.

The second section of the course will focus on the more public aspects of the presidency.
We will first discuss the nomination, financing, and election of the president. This will be
followed by an examination of such issues as the relation between the president and the
public, the media, and the concept of the personalized presidency as well as an
examination of the theories of presidential personality.

The relationship between the President and Congress as well as the institutionalization of the
presidency will be explored. The evolution of the Executive Office of the President will
merit particular attention.

Finally, a series of case studies will be explored to illustrate the concepts which will have
been examined throughout the semester. We will begin with an in-depth examination of the
Watergate affair with special emphasis on how this helped to define and shape presidential
powers. This in-depth examination will be followed by presentation of case-studies on a
variety of topics by members of the class.
BOOKS AND READINGS--There are four required texts to purchase for this course.


In addition you should purchase:

Hacker, Diana. _A Pocket Style Manual._

These books are available at the University Bookstore.

COURSE REQUIREMENTS

PAPERS--This course will require a substantial amount of writing. Three, three to five page papers are required. These papers include various types of assignments from a critical review of an academic article, an analysis of a current event and applications of theories studied in class. Specific guidelines will be provided in class. Four such papers are assigned. You may elect not to write one of the papers or drop your lowest grade if you write all four. You may re-write any of these papers. Re-written papers will be due one week after the original has been returned to you. You will receive an average of the grades received on the original and the re-written papers. The final paper, a case study, will be an eight to ten page paper.

EXAMINATION--A take-home final will be assigned the last week of class and will be due at the time of the final exam.

ATTENDANCE AND PARTICIPATION--On-time attendance is expected at every class session. You are expected to speak with the instructor if a class is missed. Informed and relevant participation is required of all students. Deficiencies in attendance or participation will affect the final grade.

Every participant in this class (students and instructor alike) is expected to strive to maintain an environment that is conducive to learning. Positive participation is expected. Some students will need to work on speaking, some will need to work on listening. Regardless, a respect for others' opinions is imperative in this class.

GRADING--

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three, three to five page papers, 15% each</td>
<td>45%</td>
</tr>
<tr>
<td>Case study</td>
<td>25%</td>
</tr>
<tr>
<td>Take-home final</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
# Course Schedule

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS AND COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>The Constitutional Presidency and Enumerated Powers</td>
<td>Tuesday— <em>The Presidency and the Political System</em>, (hereafter referred to as Nelson), # 1 Thursday— <em>Evolving Presidency</em>, # 13, 41 plus individual research</td>
<td>For Tuesday bring in a newspaper or magazine article and a one page written description of how it illustrates a point in the readings thus far. Thursday—Individual short reports based on independent research as assigned on enumerated powers.</td>
</tr>
<tr>
<td>February 2</td>
<td>The Presidential Prerogative</td>
<td>Tuesday— <em>Evolving Presidency</em> #26 Handout (Wildavsky) Thursday— <em>Evolving Presidency</em> #29</td>
<td>Writing Assignment I: Due Feb 4.</td>
</tr>
<tr>
<td>February 16</td>
<td>Presidential War Powers, cont.</td>
<td>Reading to be assigned.</td>
<td>Writing Assignment II: Due Feb 18.</td>
</tr>
<tr>
<td>February 23</td>
<td>Presidential Elections Historical Background Candidate Selection</td>
<td>Tuesday—Wayne ch 1, 3 <em>Evolving</em>, #37 Thursday—Wayne ch. 4, 5 Nelson, # 6</td>
<td>Case Study Proposal Due Feb 25</td>
</tr>
</tbody>
</table>
| March 2 | Presidential Elections, Finance The Election | Tuesday—Wayne ch. 2.  
Pike and Maltese, ch. 2  
Thur—Wayne, ch. 6, 8, 9.  
Nelson, #7  
*Evolving*, #48 | **Writing Assignment III:** Analysis of recent event using academic literature assigned March 4. Due March 11 |
| March 9 | The President and Congress | Pika and Maltese, ch. 5  
Nelson, #14. | **Writing Assignment III:** Due March 11. |
| March 16 | The President and the Judiciary | Pika and Maltese, ch. 7  
Nelson, #15, additional reading as assigned. | **Writing Assignment IV:** Assigned March 18. Due Nov 6. |
| March 23 | | | **Spring Break** |
| March 30 | Class choice of topics: Media, Personality and Leadership, the Presidential Institution, the president and parties, interest groups, etc. | Reading will be assigned according to topics chosen. | **Writing Assignment IV:** Due April 1. |
| April 6 | Class choices, cont. | Reading will be assigned according to topics chosen. | **Case Study Prospectus due April 8.** |
| April 13 | A Case Study of Watergate | *Evolving*, #39-41.  
Plus reading to be assigned. | |
| April 20 | Presentations of Case Studies | Reading to be assigned by presenters. | |
| April 27 | Presentations of Case Studies Presidential Greatness? | Pika and Maltese, ch. 4  
Nelson, #5  
*Nelson, Evolving*, #15, 24, 31, 34, 42 | April 29  
• **Case study due, in class**  
• Take-home final assigned. |

Final Exams will be due at the time of the regularly scheduled exam, Wednesday, May 5.
Class Policies

(1) If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services before the fourth week of classes so that your needs be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8571, Willard 322, and www.Colorado.EDU/disabilityservices

(2) Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you must inform the instructor of religious obligations two weeks in advance of a conflict.

(3) Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

(4) The University of Colorado at Boulder policy on Discrimination and Harassment, the University of Colorado policy on Sexual Harassment and the University of Colorado policy on Amorous Relationships apply to all students, staff and faculty. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

(5) All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/