

## **SS373: The American Presidency**

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Class Location: MH104  
Class Time: G1, 7:30-8:45

### **Course Overview and Objectives**

The fundamental purpose of this course is to survey the institutional development of the American presidency from the Constitutional Convention through the presidency of Donald Trump. This course will address questions including: How was executive power constitutionally designed? How has the executive branch developed and changed over time? How does the presidency relate to other institutions of American governance and society? What are the primary sources of political power for the modern presidency? What are the responsibilities and burdens of the American president? What is the place of the presidency in contemporary American politics? And what will its place be moving forward?

There are three central objectives in this course. First, cadets will develop a deeper understanding of the constitutional design of the executive branch and its evolution over time. This will give you the analytical tools and intellectual knowledge to evaluate and critique contemporary perspectives on presidential power. Second, you will leave the course with knowledge of the institutional constraints, political responsibilities, burdens, and power resources of the contemporary presidency. This will provide you with a strong knowledge of the workings of presidential power in the current political moment. Third, cadets will leave the course with a deeper appreciation for the nature of executive power in 21<sup>st</sup> century America, forcing you to confront the question as to whether or not the American system of government properly cages executive power to serve republican ends.

### **Course Grading Scale:**

	Letter Grade	Percentage	Subjective Interpretation
Mastery	A+	97.0 – 100	Mastery of concepts. Can apply concepts to new situations.
	A	93.0 – 96.9	
	A-	90.0 – 92.9	
Excellence	B+	87.0 – 89.9	Solid understanding of concepts. Strong foundation for future work.
	B	83.0 – 86.9	
	B-	80.0 – 82.9	
Proficiency	C+	77.0 – 79.9	Acceptable understanding. Questionable foundation for future work.
	C	73.0 – 76.9	
Marginal Proficiency	C-	70.0 – 72.9	Doubtful understanding. Weak foundation.
	D	67.0 – 69.9	
Failure	F	<67.0	Definitely failed to demonstrate understanding.

## **Course Assignments and Graded Events:**

The course is worth 1,000 points. There will be multiple graded events which assess your knowledge of the material and ability to apply concepts presented throughout the course.

<b>Participation</b>	100 Points
<b>Critical Response Papers (2)</b>	100 Points (50 each)
<b>Discussion Leader/Paper</b>	100 Points
<b>WPR (Midterm)</b>	250 Points
<b>War Powers Writ (Quiz)</b>	50 Points
<b>Final Paper</b>	300 Points
<b>Instructor Points</b>	100 Points
<b>Total</b>	1000 Points

**Participation (100):** All cadets are expected to participate in in-class discussions in ways that reflect a strong understanding of the course material.

**Critical Response Papers (100, 50 per paper):** Students will complete two critical response papers during the semester. You can select the two lessons for which you would like to write papers. Response papers should summarize the lesson's course readings, synthesize the main points from the material, and/or offer original critiques of the readings or apply the readings to a contemporary political issue or policy problem. Papers should be between 500 and 750 words and must be turned in person and uploaded to Blackboard before class begins.

**Presentation and Paper (100):** Once during the semester, each cadet will do a presentation in which they analyze the readings for the lesson. Consider this a more in depth version of the critical response paper in which your analysis will be presented to the class. Presentations should be roughly ten minutes and include a brief summary of the readings, critiques of the readings, applications to contemporary political or policy problems, and discussion questions to get our lesson started. The presentation will be accompanied by a written paper of 1,000-1,200 words that must be turned in in person and uploaded to Blackboard before class begins.

**WPR (250):** There will be one in-class exam 2/3 of the way through the semester in Lesson 23 on 15-Nov.

**War Powers Writ (50):** At the end of the semester, we will have a short quiz on the material from the final course block on presidential war powers. It will take place in Lesson 29 on 6-Dec.

**Final Paper (300):** Cadets will submit a final research paper at the end of the semester. Students must select a political issue area or policy problem in contemporary American politics to examine. Papers should evaluate the role of presidential leadership in the development, implementation, and reform of policies in the issue area. Potential topics include things like the prosecution of the War on Terror, global trade, climate change, income inequality, gun control, civil rights, and more. I must sign off on the selected topics when you submit your research questions to me on 10-Sep. Papers should link an historical analysis of the role past

presidents have played in shaping policy on the selected issue to an analysis of current and future prospects for presidential leadership in addressing the policy problem. The final paper must be 3,500-4,000 words (not including bibliography, footnotes, and title page).

Be sure to meet with me in AI to discuss your research progress throughout the semester.

There will be multiple assignments related to the paper throughout the semester. Being late on any one of them will result in a deduction of points from your overall paper grade. The assignments include the following:

- MON, 10-Sept: Research question due via email by 1600. There can be some adjustment to the nature of your question as you complete your research, but this assignment should indicate the general topic and question you will be exploring.
- THU, 4-Oct: Abstract and annotated bibliography due by 1600 by email.
- MON, 5-Nov: Outlines due by 1600 by email. While you do not need to have all of your research finished by this date, outlines should demonstrate **significant** research progress and outline how you plan to complete the project. Outlines should not be a broad description of how your paper will be organized or a general account of what your research plans are.
- MON, 26-Nov: **OPTIONAL** rough drafts due by 1600 by email. Rough drafts are not required, but cadets who submit drafts by this time will receive feedback with adequate time to revise their papers. Drafts received after this time will not be reviewed, although I will still be available for AI until the due date.
- FRI, 14-Dec: Final paper due by 1600. **YOU MUST SUBMIT A HARD COPY AND UPLOAD YOUR PAPER TO BLACKBOARD.** Hard copies can be submitted to me personally or left in my mailbox on the second floor of Lincoln Hall.

**Instructor Points (100):** 100 points are reserved for the instructor's discretion. Should in-class discussions falter, they will be used to create additional writs.

### **Absences, Lesson Preparation, and Standards:**

**Readings and Class Prep:** Students will attend class prepared to discuss the lesson's readings and will bring copies of the assigned readings to class. Bring laptops with you to class in case they are needed for an in-class activity, but they are prohibited during class unless otherwise specified. As noted, if in-class discussion falters, I will use instructor points for additional writs.

**Absences:** Cadets who miss class must make a reasonable effort to contact the course instructor in advance. If possible, please notify me at least 48 hours in advance if you have a conflict that prevents you from attending class. You are required to notify your instructor at least 72 hours in advance if you have a conflict that prevents you from completing a graded requirements, in or out of class. You will have to then make arrangements to complete the graded requirement at a time specified by your instructor.

**Late Submissions:** If you anticipate turning in an assignment late, please email me immediately and let me know when you anticipate turning the assignment in. If no arrangements for a late submission are made, I

**USMA Writing Standards:** The ability to write clear, articulate prose is a hallmark of a great liberal education. As such, your writing in this course will be evaluated against the four dimensions of good writing embraced by the USMA:

- Substance – persuasiveness, factual accuracy, appropriate and adequate evidence, pertinent research, purposeful use of data, intelligent thought, evidence of imagination, proper attribution.
- Organization – coherence, intelligibility, conciseness, orderliness, soundness of logical relationships, completeness, appropriate method and form of presentation.
- Style – fluent language, precise diction, appropriate tone, effective sentence structure, use of active verbs, imaginative use of language, etc.
- Correctness – observance of appropriate usage, grammar, spelling, punctuation, documentation format, and other conventions of educated discourse.

**Documentation:** All writing in this course should conform to the Chicago Style for footnotes and Works Cited. Please be sure to cite all assistance and collaboration in your Works Cited page. All written work – aside from quizzes – must include a cover sheet with your signature, per the requirements listed in the Dean’s “Documentation of Academic Work” (DAW) memorandum.

**Formatting:** Format your writing assignments as follows: cover sheet formatted in accordance with DAW; typed in 11 or 12 point Times New Roman font; double-spaced; 1” margin top, bottom, left, and right, with a 4 ½ inch left gutter; last name in top right header, and page number in bottom center footer; document all collaboration or assistance in footnotes; Works Cited page and footnotes in Chicago Style.

**Plagiarism:** Academic dishonesty is a severe offense. The DAW defines plagiarism as, “the act of presenting someone else’s words, ideas, or work – whether accidentally or deliberately – as your own work.” All source material **MUST** be cited, and cases of plagiarism will not be tolerated in this course. If you have any questions or concerns, please speak to me.

### **Course Readings and Required Texts:**

The following materials are required reading for the course. While they are not available at the bookstore, they are available for purchase online at Amazon and other websites. If possible, buy them used, but make sure you purchase the correct editions!

- Fisher, Louis. *Presidential War Power*, 3<sup>rd</sup> edition, revised. Lawrence: University of Kansas Press, 2013. (**PWP on Syllabus**)
- Milkis, Sidney M. and Michael Nelson. *The American Presidency: Origins and Development, 1776-2014*, 7<sup>th</sup> edition. Thousand Oaks: CQ Press, 2016. (**M&N on Syllabus**)

Remaining readings are either: (1) available on Blackboard, (2) include links in the syllabus, or (3) for Federalist Papers, go to <[http://avalon.law.yale.edu/subject\\_menus/fed.asp](http://avalon.law.yale.edu/subject_menus/fed.asp)>.

### **Course Schedule**

## BLOCK 1: Frameworks for Studying the American Presidency

### Lesson 1: MON, 20-Aug: Course Introduction

- Healy, Gene, *The Cult of the Presidency: America's Dangerous Devotion to Executive Power* (Washington, DC: Cato Institute, 2008), pp. 1-13
- Miroff, Bruce, "Resolved, Great Presidents Are Agents of Democratic Change: Con," in Richard J. Ellis and Michael Nelson, eds. *Debating the Presidency: Conflicting Perspectives on the American Executive*, 2<sup>nd</sup> ed. (Washington, DC: CQ Press, 2010), 221-228
- Landy, Marc, "Resolved, Great Presidents Are Agents of Democratic Change: Pro," in Richard J. Ellis and Michael Nelson, eds. *Debating the Presidency: Conflicting Perspectives on the American Executive*, 2<sup>nd</sup> ed. (Washington, DC: CQ Press, 2010), 210-220

### Lesson 2: FRI, 24-Aug: Presidential Psychology, Character, and Competence

- Paul Quirk, "Presidential Competence," in Michael Nelson, ed., *The Presidency and the Political System*, 11<sup>th</sup> ed. (Los Angeles: CQ Press and Sage, 2018), 131-165
- Nelson, Michael, "The Psychological Presidency," in Michael Nelson, ed., *The Presidency and the Political System*, 11<sup>th</sup> ed. (Los Angeles: CQ Press and Sage, 2018), 166-190

### Lesson 3: TUE, 28-Aug: The Indirect Power of the Presidency

- Neustadt, Richard, selections from "Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan," in *Readings in American Politics: Analysis and Perspectives*, 4<sup>th</sup> ed., ed. Ken Kollman (New York: W.W. Norton, 2018), pp. 215-223
- Kernell, Samuel, selection from "Going Public: New Strategies of Presidential Leadership," in *Readings in American Politics: Analysis and Perspectives*, 4<sup>th</sup> ed., ed. Ken Kollman (New York: W.W. Norton, 2018), pp. 265-272
- Greenstein, Fred, "Dwight D. Eisenhower: Leadership Theorist in the White House," in Fred Greenstein, ed., *Leadership in the Modern Presidency* (Cambridge: Harvard University Press, 1988), pp. 76-107

### Lesson 4: THU, 30-Aug: The Imperial Presidency and Unitary Executive Theory

- Healy, Gene, *The Cult of the Presidency: America's Dangerous Devotion to Executive Power* (Washington, DC: Cato Institute, 2008), pp. 15-38
- Rudalevige, Andrew, *The New Imperial Presidency: Renewing Presidential Power After Watergate* (Ann Arbor: University of Michigan Press, 2006), pp. 1-16
- Hunt, Albert, "Trump fired Comey. Why not Mueller too?" *The Chicago Tribune*, June 13, 2017, < <http://www.chicagotribune.com/news/opinion/commentary/ct-donald-trump-robert-mueller-20170613-story.html> >
- Wolf, Richard, "Supreme Court nominee Brett Kavanaugh's views on executive power may stir controversy," *USA Today* July 12, 2018, < <https://www.usatoday.com/story/news/politics/2018/07/12/supreme-court-nominee-brett-kavanaugh-fan-presidential-powers/776292002/> >

### Lesson 5: TUE, Sept-4: Historical Institutionalism and the Development of the Presidency

- Skowronek, Stephen, *The Politics Presidents Make: Leadership from John Adams to Bill Clinton* (Cambridge: Belknap of Harvard University Press, 1997), pp. 34-45, 49-58
- Skowronek, Stephen, *Presidential Leadership in Political Time: Reprise and Reappraisal* (Lawrence: University Press of Kansas, 2011), pp. 79-116

## **BLOCK 2: The Constitutional Design of the Executive**

Lesson 6: MON, 10-Sept: The Constitution and Formal Executive Powers

- **M&N**, chapter 2 (skim pp. 54-60, 66-68)
- **PWP**, chapter 1
- **Research questions due via email by 1600.**

Lesson 7: FRI, 14-Sept: Presidential Selection

- Federalist #68
- Dahl, Robert, *How Democratic Is the American Constitution?* 2<sup>nd</sup> ed. (New Haven: Yale University Press, 2003), pp. 73-90
- Edwards, George C., "The Faulty Premises of the Electoral College," in Michael Nelson, ed., *The Presidency and the Political System*, 11<sup>th</sup> ed. (Los Angeles: CQ Press and Sage, 2018), 214-229

Lesson 8: THU, 20-Sept: Presidential Removal

- Federalist #65
- Whittington, Keith, Benjamin Ginsberg, and Martin Shefter, "Resolved, the Presidential Impeachment Process is Basically Sound," in Richard J. Ellis and Michael Nelson, eds., *Debating the Presidency: Conflicting Perspectives on the American Executive* (Washington DC: CQ Press, 2006), pp. 45-59
- Rudalevige, Andrew, "The Broken Places: The Clinton Impeachment and American Politics," in Michael Nelson, Barbara A. Perry, and Russel L. Riley, eds., *42: Inside the Presidency of Bill Clinton* (Ithaca: Cornell UP, 2016), pp. 123-51
- Ford, Matt, "How Not to Remove a President," *The New Republic*, April 16, 2018, <<https://newrepublic.com/article/147997/not-remove-president-lessons-clinton-impeachment>>

## **BLOCK 3: Historical Institutionalism and the Development of the Presidency**

Lesson 9: MON, 24-Sept: The Patrician Presidents

- **M&N**, chapter 3
- George Washington's Farewell Address, 1796, <[http://avalon.law.yale.edu/18th\\_century/washing.asp](http://avalon.law.yale.edu/18th_century/washing.asp)>
- John Adams, "Special Session Message to Congress (XYZ Affair)," May 16, 1787, <<https://millercenter.org/the-presidency/presidential-speeches/may-16-1797-special-session-message-congress-xyz-affair>>

Lesson 10: WED, 26-Sept: The Triumph of Jeffersonianism

- **M&N**, chapter 4

- Wills, Gary, “The Negro President,” *The New York Review of Books*, Nov. 6, 2003
- Herschthal, Eric, “Is Thomas Jefferson to Blame for Today’s Partisan Politics?” *The Atlantic*, Nov. 1, 2012, < <https://www.theatlantic.com/politics/archive/2012/11/is-thomas-jefferson-to-blame-for-todays-partisan-politics/264376/> >

Lesson 11: FRI, 28-Sept: The Jacksonian Revolution

- **M&N**, chapter 5
- Ceaser, James, “Political Parties and Presidential Ambition,” *The Journal of Politics*, 40.3 (August 1978), pp. 708-739; **only read pp. 723-30**
- Inskeep, Steve, “Donald Trump and the Legacy of Andrew Jackson,” *The Atlantic*, Nov. 30, 2016 < <https://www.theatlantic.com/politics/archive/2016/11/trump-and-andrew-jackson/508973/> >

Lesson 12: THU, 4-Oct: The Lincoln Regime and the Progressives

- **M&N**, chapter 6, pp. 188-96, 229-36, 261-70
- Roosevelt, Theodore, “The Presidency: Making an Old Party Progressive, the Tenth Installment of ‘Chapters of a Possible Autobiography,’” *The Outlook* vol. 105, September 6, 1913, pp. 637-644 (Start at “Broadening the Use of Executive Power,” stop at “Unpaid Commissions”)
- **Abstract and annotated bibliography due by email by 1600.**

Lesson 13: TUE, 9-Oct: Consolidating the Presidency: The New Deal, Great Society, and Watergate

- **M&N**, pp. 301-328, 350-366, 369-81, 385-89
- Roosevelt, Franklin, “Commonwealth Club Address,” September 23, 1932, < <http://www.americanrhetoric.com/speeches/fdrcommonwealth.htm> >

Lesson 14: THU, 11-Oct: The Reagan Era and the Current Political Moment

- **M&N**, chapter 12
- Balkin, Jack, “Obama hoped to be a transformational president. He failed,” *Vox*, January 19, 2017, < <https://www.vox.com/the-big-idea/2017/1/19/14323552/obama-legacy-reagan-clinton-conservative-liberal> >

Lesson 15: MON, 15-Oct: Race and the Modern Presidency

- **M&N**, chapter 15
- Frederick C. Harris, “The Price of a Black President,” *The New York Times*, October 27, 2012, < <https://www.nytimes.com/2012/10/28/opinion/sunday/the-price-of-a-black-president.html> >
- Douthat, Ross, “Race and Class and What Happened in 2016,” *The New York Times*, Nov. 29, 2017, < <https://www.nytimes.com/2017/11/29/opinion/donald-trump-2016-election.html> >

## **BLOCK 4: The Modern Presidency in Institutional Context**

Lesson 16: WED, 17-Oct: The President and the Economy

- Vavreck, Lynn, *The Message Matters: The Economy and Presidential Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-14, 26-40
- Casselman, Ben, “Don’t Let Trump—Or Any President—Take Credit For Strong Jobs Numbers,” *FiveThirtyEight*, Mar. 10, 2017, <  
<https://fivethirtyeight.com/features/dont-let-trump-or-any-president-take-credit-for-strong-jobs-numbers/>>.

Lesson 17: TUE, 23-Oct: The Congressional-Executive Power Balance

- Kosar, Kevin, “How to Strengthen Congress,” *National Affairs*, Fall 2015, <  
<https://www.nationalaffairs.com/publications/detail/how-to-strengthen-congress>>.
- Howell, William G., and Terry Moe, *Relic: How Our Constitution Undermines Effective Government and Why We Need a More Powerful Presidency* (New York: Basic Books, 2016), pp. 143-180

Lesson 18: THU, 25-Oct: Executive Staffing of the Judicial Branch

- Baum, Lawrence, *The Supreme Court*, 12<sup>th</sup> ed. (Washington: CQ Press, 2015), chapter 2
- Killough, Ashley, and Ted Barrett, “Senate GOP triggers nuclear option to break Democratic filibuster on Gorsuch,” *CNN*, April 7, 2017, <  
<https://www.cnn.com/2017/04/06/politics/senate-nuclear-option-neil-gorsuch/index.html>>
- Barrett, Paul, and David Ingold, “One of the Biggest Reasons Republicans Stick by Trump,” *Bloomberg News*, July 10, 2017, <  
<https://www.bloomberg.com/news/features/2017-07-10/trump-begins-the-rightward-shift-of-america-s-courts>>

Lesson 19: MON, 29-Oct: Presidential Control of the Bureaucracy and Executive Branch

- Lewis, David E. and Terry M. Moe, “The Presidency and the Bureaucracy: The Levers of Presidential Control,” in Michael Nelson, ed., *The Presidency and the Political System*, 11<sup>th</sup> ed. (Los Angeles: CQ Press and Sage, 2018): 377-405.
- Rudalevige, Andrew, *The New Imperial Presidency: Renewing Presidential Power After Watergate* (Ann Arbor: University of Michigan Press, 2006), pp. 133-37, 156-61
- Blackman, Josh, “Why Trump Had to Fire Sally Yates,” *Politico*, January 31, 2017, <  
<https://www.politico.com/magazine/story/2017/01/why-trump-had-to-fire-sally-yates-214715> >
- Savage, Charlie, “After Comey, Here Are the Options for an Independent Russia Inquiry,” *New York Times*, May 9, 2017, <  
<https://www.nytimes.com/2017/05/09/us/politics/trump-rosenstein-comey-special-counsel-russia.html>>
- Harris, Andrew, and Christ Strohm, “Trump’s Push to Fire Mueller Heightens Political, Not Legal, Risk,” *Bloomberg*, January 30, 2018, <  
<https://www.bloomberg.com/news/articles/2018-01-30/trump-push-to-fire-mueller-heightens-political-not-legal-risk> >

Lesson 20: THU, 1-Nov: The Executive, the Intelligence Community, and the “Deep State”

- **PWP**, chapter 11



- Lizza, Ryan, “State of Deception: Why Won’t the President Rein in the Intelligence Community?” *The New Yorker*, Dec. 16, 2013, < <https://www.newyorker.com/magazine/2013/12/16/state-of-deception> >
- Taub, Amanda, and Max Fisher, “As Leaks Multiply, Fears of a ‘Deep State’ in America,” *New York Times*, Feb. 16, 2017, < <https://www.nytimes.com/2017/02/16/world/americas/deep-state-leaks-trump.html>>
- Graham, David A., “There Is No American ‘Deep State,’” *The Atlantic*, Feb. 20, 2017 < <https://www.theatlantic.com/international/archive/2017/02/why-its-dangerous-to-talk-about-a-deep-state/517221/> >

#### Lesson 21: MON, 5-Nov: The President as Party Leader

- Galvin, Daniel J., *Presidential Party Building: Dwight D. Eisenhower to George W. Bush*, (Princeton: Princeton University Press, 2010), pp. 1-16
- Galvin, Daniel J., “Obama Built a Policy Legacy. But He Didn’t Do Enough to Build the Democratic Party,” *The Washington Post*, November 16, 2016, <[https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/16/obama-built-a-policy-legacy-but-didnt-do-enough-to-build-the-democratic-party/?utm\\_term=.ca95fbab4953](https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/16/obama-built-a-policy-legacy-but-didnt-do-enough-to-build-the-democratic-party/?utm_term=.ca95fbab4953)>
- Liasson, Mara, “How President Trump is Changing the Republican Party,” on *All Things Considered*, posted on *NPR.org*, June 13, 2018 <<https://www.npr.org/2018/06/13/619672920/how-president-trump-is-changing-the-republican-party>>
- **Outlines for papers due via email by 1600.**

#### Lesson 22: WED, 7-Nov: The President and the Media

- Baum, Matthew, *Soft News Goes to War: Public Opinion and American Foreign Policy in the New Media Age* (Princeton: Princeton University press, 2003), pp. 1-15
- Cohen, Jeffrey E., *The Presidency in the Era of 24-Hour News* (Princeton: Princeton University Press, 2008), pp. 160-174
- Siegel, Lee, “How Jon Stewart, Stephen Colbert Blazed a Trail for Trump,” *Columbia Journalism Review*, December 22, 2016, < [https://www.cjr.org/special\\_report/trump\\_jon\\_stewart\\_stephen\\_colbert.php/](https://www.cjr.org/special_report/trump_jon_stewart_stephen_colbert.php/)>

#### Lesson 23: THU, 15-Nov: **WPR**

- **WPR taken in class. No readings.**

### **BLOCK 5: The Presidential War Power and the Imperial Presidency**

#### Lesson 24: MON, 19-Nov: The UN Charter, NATO, and Korea

- **PWP**, chapters 4-5
- Applebaum, Anne, “Europe needs to start planning for a future with no U.S.,” *Washington Post*, July 12, 2018, < [https://www.washingtonpost.com/opinions/global-opinions/europe-needs-to-start-planning-for-a-future-without-the-us/2018/07/12/33a7cb7e-8601-11e8-8f6c-46cb43e3f306\\_story.html?utm\\_term=.d01663b677db](https://www.washingtonpost.com/opinions/global-opinions/europe-needs-to-start-planning-for-a-future-without-the-us/2018/07/12/33a7cb7e-8601-11e8-8f6c-46cb43e3f306_story.html?utm_term=.d01663b677db) >

Lesson 25: MON, 26-Nov: Vietnam and the War Powers Resolution

- **PWP**, chapter 6
- Rudalevige, Andrew, *The New Imperial Presidency: Renewing Presidential Power after Watergate* (Ann Arbor: University of Michigan Press, 2005), pp. 116-20
- **Optional drafts due via email by 1600.**

Lesson 26: WED, 28-Nov: The War Power under Ford, Reagan, Bush I, and Clinton

- **PWP**, chapters 7-8
- Rudalevige, Andrew, *The New Imperial Presidency: Renewing Presidential Power after Watergate* (Ann Arbor: University of Michigan Press, 2005), pp. 192-200

Lesson 27: FRI, 30-Nov: Iraq and George W. Bush

- **PWP**, chapter 9
- Langston, Thomas, “‘The Decider’s Path’ to War in Iraq and the Importance of Personality,” in George C. Edwards III and Desmond S. King, eds., *The Polarized Presidency of George W. Bush* (New York: Oxford University Press, 2007), pp. 145-55, 163-172
- Yoo, John, U.S. Department of Justice Office of Legal Counsel, “The President’s Constitutional Authority To Conduct Military Operations Against Terrorists And Nations Supporting Them,” September 25, 2001 (skim)

Lesson 28: TUE, 4-Dec: Obama and Military Intervention in Libya

- **PWP**, chapter 10
- Stevenson, Jonathan, “Owned by the Army: Has the President Lost Control of the Generals?” *Harper’s Magazine*, May 3, 2011, <<https://harpers.org/archive/2011/05/owned-by-the-army/>>
- Somin, Ilya, “Obama admits that his handling of the Libya war was his worst mistake—but not that it was unconstitutional,” *The Washington Post*, April 13, 2016, <[https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/04/13/obama-admits-that-his-handling-of-the-libya-war-was-his-worst-mistake-but-not-that-it-was-unconstitutional/?utm\\_term=.61f26471e0ab](https://www.washingtonpost.com/news/volokh-conspiracy/wp/2016/04/13/obama-admits-that-his-handling-of-the-libya-war-was-his-worst-mistake-but-not-that-it-was-unconstitutional/?utm_term=.61f26471e0ab)>

Lesson 29: THU, 6-Dec: Contemporary War Powers and President Trump

- **War Powers Writ taken at the start of class (approx. 25 minutes).**
- **PWP**, chapter 12
- White House Office, Statements & Releases, “A Letter from the President to the Speaker of the House of Representatives and the President Pro Tempore of the Senate,” April 8, 2017, <<https://www.whitehouse.gov/briefings-statements/letter-president-speaker-house-representatives-president-pro-tempore-senate/>>
- Washington Post Staff, “Full transcript of Trump’s address on Syria airstrikes,” *The Washington Post*, April 13, 2017, <[https://www.washingtonpost.com/news/post-politics/wp/2018/04/13/full-transcript-of-trumps-address-on-syria-airstrikes/?utm\\_term=.ac442854f57c](https://www.washingtonpost.com/news/post-politics/wp/2018/04/13/full-transcript-of-trumps-address-on-syria-airstrikes/?utm_term=.ac442854f57c)>

- Ackerman, Bruce, “Trump Can’t Make War Whenever He Likes,” *New York Times*, April 16, 2018, <<https://www.nytimes.com/2018/04/16/opinion/trump-syria-congress-war-resolution.html>>

## **BLOCK 6: Course Conclusion**

Lesson 30: MON, 10-Dec: President Trump and the Future of Presidential Politics

- Zelizer, Julian, “Why the Russia Investigation Could Be More Like Iran-Contra Than Watergate,” *The Atlantic*, Feb. 27, 2018, <<https://www.theatlantic.com/politics/archive/2018/02/why-the-russia-investigation-could-end-more-like-iran-contra-than-watergate/554345/>>
- Kreitner, Richard, “What Time Is It? Here’s What the 2016 Election Tells Us About Obama, Trump, and What Comes Next,” Nov. 22, 2016, *The Nation*, <<https://www.thenation.com/article/what-time-is-it-heres-what-the-2016-election-tells-us-about-obama-trump-and-what-comes-next/>>
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**DECEMBER 14: FINAL PAPERS DUE AT 1600, UPLOADED TO BLACKBOARD AND HARD COPY TURNED IN EITHER TO ME OR IN MY MAILBOX.**