

SS373: The American Presidency

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Class Times and Locations:
G1: 0730-0845
I2: 1020-1135

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 (and should) be its place be moving forward?

There are four central objectives in this course. First, you will learn the major political science frameworks and theoretical perspectives for evaluating the American Presidency and how to apply them analytically. Second, you will develop a deeper understanding of the constitutional design of the executive and its historical development, so you have analytical tools and intellectual knowledge to evaluate and critique contemporary perspectives on presidential power. Third, you will leave the course with knowledge of the institutional constraints, relationships, political responsibilities, burdens, and power resources of the contemporary presidency. Fourth, the course will. And finally, cadets will leave the course with a deeper appreciation for the nature of contemporary executive power and an ability to critically and intelligently question whether an 18th century Constitution appropriately outlines and contains the parameters of executive power in 21st America.

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.

GRADED EVENT	POINTS	DUE DATE
Participation	100 Points	N/A
WPR 1	150 Points	Lesson 14
WPR 2	150 Points	Lesson 28
Presidential War Power Paper	100 Points	WED, 27-NOV: BB by 1600
Presentation Paper	100 Points	BB/Email 24 hours before class
Critical Response Paper	50 Points	BB by start of class
Preliminary Paper Benchmarks	100 Points	Various (see below)
Final Paper	250 Points	FRI, 13-DEC: BB by 1600
TOTAL	1000 Points	

Participation (100): Cadets are expected to participate in class discussions in ways that reflect a strong understanding of the course material. To grade participation, I record a participation score for every student each day on a scale of 1-10. I average those scores at the end of the term to determine your final participation grade (e.g. an average daily score of 9.2/10 would earn you 92 of the 100 participation points).

You will earn a 0 for the day in participation if you (1) do not bring the readings to class, (2) have an unexcused absence, or (3) are otherwise disruptive in class. You can email me at any point in the semester to ask how you are doing in participation.

WPR 1 (150): There will be an exam in Lesson 14 on the material from blocks one and two.

WPR 2 (150): There will be an exam in Lesson 28 on the material from blocks three and four.

Presidential War Power Paper (100) (Instructor Points): On WED, 27-NOV, you will be expected to turn in a paper related to the material covered in block four. The prompt will ask you to explore the legal and political implications of President Trump's military interventions. Required reading relating to President Trump's use of the war power will be passed out one week prior to the paper due date. The paper must be 1,000-1,200 words and uploaded to Blackboard by 1600.

Presentation Paper (100): Once during the term, each cadet will do a presentation related to the day's readings. Presentations should be 5-10 minutes long and must be accompanied by a PowerPoint or similar presentation. Your presentation should not include a detailed summary of the lesson readings. Rather, you are expected to apply the course material to a current policy issue, op-ed or article, historical case of presidential politics you think applies, or a recent development in presidential politics. In doing so, you should offer 2-3 major insights, applications, or critiques about the day's primary course readings. You must write a paper of 1,000-1,200 words providing your analysis. The paper must be uploaded to Blackboard and

emailed to me and your discussant (see critical response paper assignment) 24 hours before class. The presentation and paper are worth 100 points. Cadets will sign up for a presentation through a poll administered early in the term.

Critical Response Paper (50 points): Once during the term, cadets will write a critical response paper between 600 and 800 words responding to the readings. Papers should **briefly** summarize the readings, pose questions and critiques about them, and situate them in dialogue with other readings. Students will sign up to write critical response papers for a specific lesson through a poll administered early in the term.

You will be paired to write your critical response paper on a day when another student is presenting so you can serve as their discussant. The presenter is required to send you their paper 24 hours before class. You are expected to read their paper and come to class with 2-3 critiques, questions, or comments about their analysis. You should reference their paper in your critical response paper, but if the presenter fails to send you their paper on time and you are unable to reference their paper in yours, they will be penalized, not you.

Preliminary Paper Benchmarks (100): In preparation for the final paper, there will be several benchmark assignments throughout the semester. They are worth a total of 100 points:

PRELIMINARY PAPER BENCHMARKS	POINTS	DUE DATE
Research Topic	5 Points	FRI, 30-AUG: Email your proposed paper topic to me by 1600 indicating your general topic of interest. One paragraph maximum.
Outline	15 Points	FRI, 27-SEP: Email me an outline for your project by 1600. This should include relevant literatures to read and, depending on your topic, potential case studies, timeframes for analysis, data sources to use, methodology, etc. One page maximum.
Annotated Bibliography and Updated Outline	30 Points	FRI, 18-OCT: Email me an annotated bibliography for your project by 1600. This should provide an overview of your anticipated literature review. Include an updated and more substantive version of your outline with clarified direction.
Preliminary Draft	50 Points	FRI, 15-NOV: Upload a preliminary draft of your paper to Blackboard by 1600. The draft should include (1) a refined and specified research question, (2) a literature review, (3) a clearly defined methodological framework, and (4) preliminary primary source analysis. My specific expectations will be given in class.
TOTAL	100 Points	

Final Paper (250): Cadets will submit a final paper at the end of the semester. You must use course material in your analysis in addition to original research. There are two prompt options:

Option A: Select a contemporary political issue or policy problem to study. Papers should evaluate the role of presidential leadership in the development, implementation, and reform of policies in the issue area. I must sign off on topics when you submit your research question. Papers should include a brief review of literature addressing how presidents have influenced this policy area and precedent for the President to act. This must be linked to an analysis of recent executive actions and prospects for future presidential leadership in addressing the policy problem.

Option B: Select a presidential administration to study. Papers should use tools, frameworks, and theories of presidential power and behavior we have studied to evaluate the selected administration. I must sign off on topics when you submit your research question. Papers should not simply be historical. You must use course tools to evaluate the administration's actions and discuss what they say about the nature of presidential power, their long-term consequences on the institutional development of the presidency, and the precedents they established for presidential action today.

The paper must be 3,500-4,000 words (not including bibliography, footnotes, and title page). Students will present their research to the class during Lesson 29 (PowerPoints are required).

Your final paper must be uploaded to Blackboard by 1600 on FRI, 13-DEC.

Absences, Lesson Preparation, and Standards:

Readings and Class Prep: Students will attend class prepared to discuss the lesson's readings and will bring the assigned readings to class. Bring laptops with you to class in case they are needed for an in-class activity and to access reading online.

If you attend class without the readings, you will get a zero for the day in participation. As noted, if in-class discussion falters, I will create in-class quizzes to count towards participation.

Absences: Cadets who miss class must make a reasonable effort to contact me in advance. If possible, please notify me at least 24 hours in advance if you have a conflict that prevents you from attending class. Unexcused absences will be scored as a 0 for participation for the day.

You are required to notify me at least 72 hours in advance if you have a conflict that prevents you from completing a graded requirement in or out of class. You will have to plan to complete it at a different time determined with me. If you know of a conflict well in advance of a major graded event (such as travel for a sports team or a trip section on a WPR day) and do not tell me about it at least 72 hours in advance, your grade will be penalized 10%.

If a short-term medical issue or emergency prevents you from attending class during a WPR, let me know ASAP. If you do not secure documentation formally excusing the absence, your grade will be penalized 10% points and you will be administered a makeup.

Late Submissions: If you anticipate turning in an assignment late, email me immediately and let me know when you anticipate turning it in. In the absence of extenuating circumstances, you will be deducted ten percent for each day the assignment is late.

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.

- Fisher, Louis. *Presidential War Power*, 3rd edition, revised. Lawrence: University of Kansas Press, 2013. **(PWP on Syllabus)**
- Milkis, Sidney M. and Michael Nelson. *The American Presidency: Origins and Development, 1776-2018*, 8th edition. Thousand Oaks: CQ Press, 2019. **(M&N on Syllabus)**

Remaining readings are either (1) available on Blackboard or (2) include links in the syllabus.

SS373 Lesson Schedule (AY 20-1)

BLOCK 1 – Frameworks for Studying the American Presidency

Lesson 1	G1: 19 AUG / I2: 20 AUG	Course Introduction
Lesson 2	G1: 21 AUG / I2: 22 AUG	The Constitutional Presidency
Lesson 3	G1: 27 AUG / I2: 26 AUG	The Psychological Presidency
Lesson 4	G1: 30 AUG / I2: 29 AUG	The Personal Presidency
Lesson 5	G1: 3 SEP / I2: 5 SEP	The Plebiscitary Presidency
Lesson 6	G1: 6 SEP / I2: 11 SEP	The Prerogative Presidency
Lesson 7	G1: 12 SEP / I2: 13 SEP	The Institutional Presidency

BLOCK 2 – The Political Development of the Presidency

Lesson 8	G1: 16 SEP / I2: 17 SEP	The Patrician Presidents
Lesson 9	G1: 18 SEP / I2: 19 SEP	The Party Presidents
Lesson 10	G1: 23 SEP / I2: 24 SEP	The Progressive Presidents
Lesson 11	G1: 27 SEP / I2: 26 SEP	The New Deal and Administrative Presidency
Lesson 12	G1: 1 OCT / I2: 30 SEP	The Great Society and Imperial Presidency
Lesson 13	G1: 3 OCT / I2: 4 OCT	The Reagan Era and Current Political Moment
Lesson 14	G1: 7 OCT / I2: 8 OCT	WPR 1

BLOCK 3 – The Modern Presidency in Social, Political, and Institutional Context

Lesson 15	G1: 9 OCT / I2: 10 OCT	Race, Class, and the Modern Presidency
Lesson 16	G1: 16 OCT / I2: 15 OCT	Campaigning for Office
Lesson 17	G1: 18 OCT / I2: 17 OCT	Removal from Office
Lesson 18	G1: 22 OCT / I2: 21 OCT	Congress and the Executive I: Power Imbalance
Lesson 19	G1: 24 OCT / I2: 25 OCT	Congress and the Executive II: Oversight
Lesson 20	G1: 28 OCT / I2: 29 OCT	The President and the Judiciary
Lesson 21	G1: 30 OCT / I2: 31 OCT	The President and the Bureaucracy
Lesson 22	G1: 4 NOV / I2: 5 NOV	The President and the Party
Lesson 23	G1: 8 NOV / I2: 7 NOV	The President and the Media

BLOCK 4 – The Development of the Presidential War Power and Its Use Today

Lesson 24	G1: 14 NOV / I2: 12 NOV	The National Security Presidency
Lesson 25	G1: 18 NOV / I2: 15 NOV	The War Powers Resolution's Rise and Fall
Lesson 26	G1: 20 NOV / I2: 19 NOV	Presidential War Power in the 21 st Century
Lesson 27	G1: 22 NOV / I2: 26 NOV	Lesson Drop, Paper Due 26 NOV
Lesson 28	G1: 3 DEC / I2: 2 DEC	WPR 2

BLOCK 5 – Course Conclusion

Lesson 29	G1: 5 DEC / I2: 6 DEC	Paper Presentations
Lesson 30	G1: 9 DEC / I2: 10 DEC	Course Conclusion

Course Schedule

BLOCK 1: Frameworks for Studying the American Presidency

Lesson 1: Course Introduction

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

Lesson 2: The Constitutional Presidency: Powers and Structures

- **M&N**, pp. 33-65
- Mariah Zeisberg, "The Constitutional Politics of the Executive Branch," in *The Oxford Handbook of the U.S. Constitution*, eds. Mark Tushnet, Mark Graber, and Sanford Levinson (New York: Oxford University Press, 2015), pp. 177-196

Lesson 3: The Psychological Presidency: Character and Competence

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

Lesson 4: The Personal Presidency: Persuasion and the "Hidden Hand"

- Neustadt, Richard, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*, (New York: The Free Press, 1991), pp. 29-40
- 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 5: The Plebiscitary Presidency: Going Public and Conditional Responsiveness

- Kernell, Samuel, *Going Public: New Strategies of Presidential Leadership* (Washington: CQ Press, 2007), pp. 1-4, 215-235
- Canes-Wrone, Brandice, and Kenneth Shotts, "The Conditional Nature of Presidential Responsiveness to Public Opinion," *American Journal of Political Science* 48.4 (2004): 690-706.

Lesson 6: The Prerogative Presidency: The Unitary Executive and Direct Action

- Healy, Gene, *The Cult of the Presidency: America's Dangerous Devotion to Executive Power* (Washington, DC: Cato Institute, 2008), pp. 19-38
- John Locke, *Second Treatise of Government*, chapter XIV "Of Prerogative," <<https://www.constitution.org/jl/2ndtr14.htm>>
- Howell, William, *Power Without Persuasion: The Politics of Direct Presidential Action* (Princeton: Princeton University Press, 2003), pp. 1-23

Lesson 7: The Institutional Presidency: Regime Cycles and Political Development

- 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 Political Development of the Presidency

Lesson 8: The Patrician Presidents

- **M&N**, pp. 83-113, 121-137
- George Washington's Farewell Address, 1796, < http://avalon.law.yale.edu/18th_century/washing.asp>
- 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 9: The Party Presidents

- **M&N**, pp. 151-168, 175-184, 189-213, 217-227
- Ceaser, James, "Political Parties and Presidential Ambition," *The Journal of Politics*, 40.3 (August 1978), pp. 723-30

Lesson 10: The Progressive Presidents

- **M&N**, pp. 261-281, 291-310
- 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 with section "Broadening the Use of Executive Power," and stop at the section "Unpaid Commission")

Lesson 11: The New Deal and the Origins of the Administrative Presidency

- **M&N**, pp. 347-394
- Roosevelt, Franklin, "Commonwealth Club Address," September 23, 1932, < <http://www.americanrhetoric.com/speeches/fdrcommonwealth.htm>>

Lesson 12: The Great Society and Imperial Presidency

- **M&N**, pp. 401-438
- Rudalevige, Andrew, *The New Imperial Presidency: Renewing Presidential Power After Watergate* (Ann Arbor: University of Michigan Press, 2006), pp. 1-16

Lesson 13: The Reagan Era and Current Political Moment

- **M&N**, pp. 455-487
- 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 14: **WPR 1**

BLOCK 3: The Modern Presidency in Social, Political, and Institutional Context

Lesson 15: Race, Class, and the Modern Presidency

- **M&N**, pp. 551-575, 581-585
- 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> >

Lesson 16: Campaigning for Office

- Vavreck, Lynn, *The Message Matters: The Economy and Presidential Campaigns* (Princeton: Princeton University Press, 2009), pp. 1-14, 26-40
- Irwin, Neil, “Presidents Have Less Power Over the Economy Than You Might Think,” *New York Times*, January 17, 2017, < <https://www.nytimes.com/2017/01/17/upshot/presidents-have-less-power-over-the-economy-than-you-might-think.html> >
- Associated Press, “Trump’s overall approval rating is 28% despite a good economy,” *MarketWatch* July 1, 2019, < <https://www.marketwatch.com/story/poll-shows-trumps-approval-ratings-are-low-despite-a-good-economy-2019-07-01> >

Lesson 17: Removal from Office

- 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 New Imperial Presidency: Renewing Presidential Power After Watergate* (Ann Arbor: University of Michigan Press, 2006), pp. 133-37, 156-61
- Greenberg, David and Rebecca Lubot, “Stop Talking About the 25th Amendment. It Won’t Work on Trump,” *Politico*, September 8, 2018, < <https://www.politico.com/magazine/story/2018/09/08/trump-25th-amendment-constitutional-crisis-219739> >
- Millhiser, Ian, “The case against the impeachment power,” *ThinkProgress*, July 25, 2019, < <https://thinkprogress.org/the-case-against-the-impeachment-power-f3c0be88d861/> >
- Holtzman, “What are Democrats Waiting for? Time to impeach Donald Trump,” *The Hill*, July 25, 2019, < <https://thehill.com/opinion/white-house/454733-what-are-democrats-waiting-for-time-to-impeach-donald-trump> >

Lesson 18: Congress and the Executive I: Power Imbalance

- **M&N**, pp. 593-596
- 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 19: Congress and the Executive II: Oversight

- **M&N**, pp. 590-593
- Kriner, Douglas, and Eric Schickler, *Investigating the President: Congressional Checks on Presidential Power* (Princeton: Princeton University Press, 2016), pp. 21-41, 244-258
- Gillman, Howard, Mark A. Graber, Keith W. Whittington, *American Constitutionalism* (Vol. I): Structures and Powers (Oxford University Press: New York, forthcoming) – Excerpts from Robert S. Mueller, “Report on the Investigation into Russian Interference in the 2016 Presidential Election” (Volume I) (2019)
- Gillman, Howard, Mark A. Graber, Keith W. Whittington, *American Constitutionalism* (Vol. I): Structures and Powers (Oxford University Press: New York, forthcoming) – Excerpts from Robert S. Mueller, “Report on the Investigation into Russian Interference in the 2016 Presidential Election” (Volume II) (2019)

Lesson 20: The President and the Judiciary

- Whittington, Keith, *Political Foundations of Judicial Supremacy: The Presidency, the Supreme Court, and Constitutional Leadership in U.S. History* (Princeton: Princeton University Press, 2009), pp. 1-27
- 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>>
- Bauer, Bob, “Six Ways to Fix the Supreme Court Confirmation Process,” *The Atlantic*, October 16, 2018, < <https://www.theatlantic.com/ideas/archive/2018/10/how-fix-confirmation-process/573085/>>
- Green, Emma, “The Clarence Thomas Effect,” *The Atlantic*, July 10, 2019, < <https://www.theatlantic.com/politics/archive/2019/07/clarence-thomas-trump/593596/>>

Lesson 21: The President and the Bureaucracy

- **M&N**, pp. 585-590
- 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*, 11th ed. (Los Angeles: CQ Press and Sage, 2018): 377-405.
- Eilperin, Juliet, Josh Dawsey, and Seung Min Kim, “‘It’s way too many’: As vacancies pile up in Trump administration, senators grow concerned,” *The Washington Post*, February 4, 2019 < https://www.washingtonpost.com/national/health-science/its-way-too-many-as-vacancies-pile-up-in-trump-administration-senators-grow-concerned/2019/02/03/c570eb94-24b2-11e9-ad53-824486280311_story.html?utm_term=.0b07a27a4be2>

Lesson 22: The President and the Party

- 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=.ea95fbab4953>
- Denning, Steve, “How the Republican Party Uses Donald Trump,” *Forbes*, September 8, 2018, <<https://www.forbes.com/sites/stevedenning/2018/09/08/how-the-republican-party-uses-donald-trump/#755060586c69>>
- Vogel, Kenneth, “As Other Republican Candidates Struggle Financially, Trump Stockpiles Cash,” *The New York Times*, October 17, 2018 <<https://www.nytimes.com/2018/10/17/us/politics/trump-campaign-finance-midterms.html>>

Lesson 23: The President and the Media

- **M&N**, pp. 596-599
- Cohen, Jeffrey, *The Presidency in the Era of 24-Hour News* (Princeton: Princeton University Press, 2008), pp. 160-174
- Marcotte, Amanda, “Media declares Mueller was boring: Who cares if Trump is a criminal?” *Salon*, July 25, 2019, <<https://www.salon.com/2019/07/25/media-declares-mueller-was-boring-who-cares-if-trump-is-a-criminal/>>
- Cassidy, John, “How to Counter Donald Trump’s War on the Media,” *The New Yorker*, August 3, 2018, <<https://www.newyorker.com/news/news-desk/how-to-counter-donald-trumps-war-on-the-media>>

BLOCK 4: The Development of the Presidential War Power and Its Use Today

Lesson 24: The National Security Presidency

- **M&N**, pp. 599-602
- **PWP**, pp. 80-116
- Edelson, Christopher, *Power Without Constraint: The Post-9/11 Presidency and National Security* (Madison: University of Wisconsin Press, 2016), pp. 11-21

Lesson 25: The Rise and Fall of the War Powers Resolution

- **PWP**, pp. 144-200
- The War Powers Resolution, <https://avalon.law.yale.edu/20th_century/warpower.asp>

Lesson 26: The Presidential War Power in the 21st Century

- **PWP**, pp. 209-265
- 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/>>

Lesson 27: **Drop to work on War Power Paper.**

Lesson 28: **WPR 2 administered in class.**

BLOCK 5: Course Conclusion

Lesson 29: **Paper Presentations.**

Lesson 30: The Future of Presidential Politics and Course AAR

- **M&N**, pp. 602-604
- **PWP**, pp. 291-311
- Goldsmith, Jack, “Will Donald Trump Destroy the Presidency?” *The Atlantic*, October 2017, < <https://www.theatlantic.com/magazine/archive/2017/10/will-donald-trump-destroy-the-presidency/537921/>>
- Dickerson, John, “The Hardest Job in the World: What if the problem isn’t the president—it’s the presidency?” *The Atlantic*, May 2018, < <https://www.theatlantic.com/magazine/archive/2018/05/a-broken-office/556883/>>