

## **PSCI 3011-200, American Presidency and the Executive Branch**

Online/Remote Learning

July 7 to August 7, 2002

### **Instructor Contact Information**

E-mail: [michael.kanner@colorado.edu](mailto:michael.kanner@colorado.edu)

Office Hours: by agreement on **Canvas** using the **Chat** tool

### **Communication Policies**

E-mail is the best way to contact me. I usually answer within 12 hours, although sometimes this is just acknowledgment of receipt. If I have not responded in 24 hours, please call the Political Science office (303-492-7871) and have them contact me by phone.

### **Instructor Biography**

I have been a lecturer in political science and international affairs since 2001. During this time, I have taught courses in all American political institutions except for the Court system. I also teach courses in international relations from security studies to development to international behavior.

While my bachelor's degree was in science with a concentration in engineering, I also have a master's in managerial science, international relations, and a Ph.D. from the University of Colorado, Boulder, where I focused on political psychology and its effect on foreign policy decision making. A significant part of my dissertation was the development of a model of individual decision making under prospect theory.

Before joining academia, I had a career in the U.S. Army serving as an operations officer from brigade to theater army level in the United States, Latin America, and Europe.

My publications include models of decision making as well as teaching. Additionally, I was an analyst for Defense Department studies on a diverse set of subjects, including expert decision making, low-intensity conflict, and preventive diplomacy.

### **Course Description (from the catalog)**

Examines the constitutional, institutional, and historical development of the presidency and the federal bureaucracy. Explores the changing role of the executive branch in the U.S. political system over time and competing views of executive power.

Approved for arts and sciences core curriculum: United States context.

### **Course Objectives**

1. Identify the formal and informal powers of the president.
2. Explain the selection and election process.
3. Describe the relationship between the president, the bureaucracy, Congress, and the courts.
4. Explain how presidents make policy.

5. Examine the current presidency, considering the prevailing theories.

**Questions.** Two questions frame our discussions.

1. How did we go from the president as the servant of Congress to it becoming the dominant institution?
2. Has the presidency gotten too big?

### **Overview of Class and Responsibilities**

Each of us has roles in this course. As the instructor, I am a resource and moderator. As students, you have responsibility for your learning.

#### Instructor

I will have notes, my lecture, and slides available by the dates posted on the syllabus. I will also be available for virtual office hours by appointment using the **Chat** tool on Canvas.

#### Student

Understanding the University's course support software (Canvas) is necessary for taking this course. If you are not familiar or don't feel confident in your knowledge, visit the OIT website for Student Support Videos (<https://oit.colorado.edu/quick-start-guide>).

Second, do the readings. You should analyze each reading for these elements.

1. Identify the key points.
2. Examine the accuracy and validity of these statements or assumptions.
3. Analyze how these assumptions result in different perspectives about the world. Do not assume because it is published that the premises cannot be challenged.
4. Compare the different courses of action that result from different assumptions.

Lessons for the online section of the course will be found on Canvas. Each lesson consists of:

- A short introduction provides the context for the lesson
- A set of study questions (to guide your reading)
- Your reading assignment
- A .mp4 file (posted on **Canvas**) with my lecture, including narration and slides, and e posted on the **Home** page. The lectures will be posted as LECTURE - [Title]. Click on it and will bring up the thumbnail for the lecture. Click on the play button (▷) to launch the lecture.
- The discussion question for the lesson that will be available on **Canvas**.

All of these will be available on **Canvas** as links on the **Home** Page, the same as notes and slides, have been for the first two modules of the semester.

Read the assignment and listen to the lecture before posting your comments on the online discussions. You can expect to spend an hour to an hour and a half on readings and lecture for each lecture.

Finally, keep up with the news. It is always an exciting time to study politics. We will be using current events to illustrate and apply what we learn in class.

### Course Outline and Schedule

Lesson	Readings	No Later Than Date
<b>Module 1. Introduction</b>		
1. The Two Constitutional Presidencies	PPS – Ch. 1	July 9
2. The Development of Presidential Power	PPS – Ch. 3; DTP – Ch. 1	July 12
3. Presidency in History	PPS – Ch. 4	July 13
4. Presidential Competence	PPS – Ch. 5	July 15
5. Psychological Presidency	PPS – Ch. 6	July 16
<b>It is recommended that you take the module exam at this point.</b>		
<b>Module 2. Elections and Connections</b>		
6. The Presidency and the Nominating Process	PPS – Ch. 7; DTP – Ch. 3	July 19
7. The Electoral College	PPS – Ch. 8; DTP – Ch. 4	July 22
8. The Presidential Spectacle	PPS – Ch. 9; DTP – Ch. 8	July 25
9. The Presidency and Interest Groups	PPS – Ch. 11	July 27
10. The Presidency and Political Parties	PPS – Ch. 12	July 29
<b>It is recommended that you take the module exam at this point.</b>		
<b>Module 3. The Governing President</b>		
11. The President and Bureaucracy	PPS – Ch. 14	July 31
12. The President and Congress	PPS – Ch. 15	August 2
13. The President and the Judiciary	PPS – Ch. 16; DTP – Ch. 13	August 5
14. Presidential Power and Public Policy	PPS – Ch. 18; DTP – Ch. 12	August 7
<b>All work must be done no later than 11:59 PM on August 7, 2020</b>		
<b>Legend</b>		
PPS	Nelson, Michael, ed. 2018. <i>The Presidency and the Political System, 11<sup>th</sup> Edition</i> . Washington, DC: Sage/C.Q. Press.	
DTP	Ellis, Richard J. 2021. <i>Debating the Presidency, Conflicting Perspectives on the American Executive, 5<sup>th</sup> Edition</i> . Washington, DC: Sage/C.Q. Press.	

### Required Texts (do **NOT** use earlier editions)

Ellis, Richard J. 2021. *Debating the Presidency, Conflicting Perspectives on the American Executive, 5<sup>th</sup> Edition*. Washington, DC: Sage/C.Q. Press.

Nelson, Michael, ed. 2018. *The Presidency and the Political System, 11<sup>th</sup> Edition*. Washington, DC: Sage/C.Q. Press.

## Grading Criteria

Your final grade will be a function of the number of points that you achieve. Because CANVAS uses a default grading scheme, there may be a difference between the final grade and what is listed.

The points are allocated based on:

Module Exams – 3 at 30 points each	90 points
Online Participation – 14 possible	10 points
Total	100 points

Your final grade will be based on how many points you accrue and this grading scale.

A	94-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-93	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

### Module Exams.

These should be taken at the end of each module. Module exams will consist of five short paragraph essays related to the critical questions in the module (look at the discussion and study questions for hints). These exams will be available on Canvas. Make sure that you have a good internet connection before starting each quiz because dropped service can result in losing your work. **All module exams must be completed no later than 11:59 PM on August 7, 2020.**

### Online Participation.

Discussions on Canvas are instead of classroom discussions. You should post your thoughts on the questions and comments of other students. *If I respond to your posting with a question, you should answer the question.*

For the class to proceed together, there are limits on times for participation. Grades are allocated based on your participation within those limits.

- Full credit (1 point) will be given if you post your response before the no later than date. There usually are two to three days between these; however, check the schedule to make sure.
- After the no later than date, discussions will be locked, so additional postings are not possible. At that point, they will be read-only.

If you notice, you can miss some of the discussions and still get the 10 points for participation, however, since CANVAS totals all the points, responding to more than the minimum will count as extra credit.

**Policies** (as established by the Vice Provost for Undergraduate Education)

### Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely

manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website.

Classroom Behavior - (Does not apply to online courses. See policy about online behavior at end of syllabus)

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 race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. 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. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

#### Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code ([honor@colorado.edu](mailto:honor@colorado.edu)); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#).

#### Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation

The University of Colorado Boulder (C.U. Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. C.U. Boulder will not tolerate acts of sexual misconduct (including sexual assault, exploitation, harassment, dating or domestic violence, and stalking), discrimination, and harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or [cureport@colorado.edu](mailto:cureport@colorado.edu). Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#).

Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment, and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.

### Religious Holidays

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 should send me an e-mail if you will not be attending or cannot take an exam because of religious observances. Absences will be excused, and we will coordinate an alternate time or exam.

See the [campus policy regarding religious observances](#) for full details.

The following is my policy and reflects the realities of this being an online course.

### Online Behavior

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, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, 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. For more information, see the policies on classroom behavior and the student code.

In addition to participating in the conversations, I will be monitoring all postings for *ad hominem* attacks and cyber-bullying. First-time violators will be warned about postings and online behavior. The second time by the same offender will result in the removal of posting access. You will still be required to take the exams but will be penalized by not being able to earn a score for participation. Any student that feels that online postings are offensive or think that they are the victim of cyber-bullying through the course should contact me at michael.kanner@colorado.edu.