

# The American Presidency

## Spring 2018

Tues/Thurs

12:00pm – 1:20pm

218 Coates

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<b>COURSE NUMBER:</b>	POLI 4036-1	<b>INSTRUCTOR:</b>	Dr. Josh Bowman
<b>CREDIT HOURS:</b>	3	<b>CONTACT INFO:</b>	Stubbs 217
<b>PREREQUISITE:</b>	POLI 2051 or equivalent		225-578-2383
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<b>OFFICE HOURS:</b>	Tues, Wed 8a-10a	and by appointment	

### COURSE DESCRIPTION

This course is an advanced examination of the American presidency as it has developed since the American Founding. We begin by exploring the origins and establishment of the presidency and how the Framers thought about executive power. Our study will emphasize the organization of the presidency, presidential strategy, power and selection, the relationship of the executive with other branches and aspects of presidential politics and policy, as well as the significant influence which historical circumstances and individuals have had on the nature of the office. Throughout the course, we will consider the impact the presidency has on our everyday lives and how the insights of political science equip us to better understand the executive branch and leadership.

### REQUIRED TEXTS

*The American Presidency: Origins and Development, 1776–2014*, 7<sup>th</sup> Ed. by Sidney M. Milkis and Michael Nelson (CQ Press, 2016)

*The Evolving Presidency Landmark Documents, 1787-2015* 5<sup>th</sup> edition, Ed. by Michael Nelson (CQ Press, 2016)

**\*\*Books are sold at the LSU book store in a discounted bundle**

### COURSE REQUIREMENTS

**\*\* IF YOU ARE AN HONORS, LAW OR GRADUATE STUDENT, PLEASE SET UP A MEETING WITH ME AS SOON AS POSSIBLE**

#### *Exams (Midterm – 100 points / Final – 200 points)*

Two partial take-home (open-book & open-note) exams will be given in this course. Exams will consist of three parts. Part I will be a combination of multiple choice and short-answer questions. This closed-book section will be completed in class.

Part II will require that you briefly define key terms (concepts, individuals, institutions, documents) and establish their significance for the study of the Presidency. Part III will be essay questions of varying length.

The Final Exam is cumulative, but will emphasize material taught after the Midterm. Study guides will be provided. Further information will be given in class.

**Take-Home Exams are to be the work of individual students only. You may not work on exams with one another, but you are encouraged to prepare for them with one another. Violation of this policy will cost each student involved 150 points. No late exams will be accepted. You may request that a copy of the exam be e-mailed to you, and you will receive it the same afternoon in which the rest of the class receives it.**

***Reading Quizzes (50 points each)***

The Milkis and Nelson textbook, *The American Presidency*, examines the development of the presidency from its conception through to the beginning of Barack Obama's second term. Their work provides a critical historical foundation for everything we study this semester, but much of the material they offer will not be addressed directly in class. This does not mean that it is not important. We simply do not have the course time to take all their insights into consideration. In order to hold you accountable to reading this text and other assigned readings (including those in *The Evolving Presidency*), 7 quizzes will be administered to gauge students' commitment to, and comprehension of, the readings.

Quizzes vary in length and may contain multiple-choice and short answer questions. Each quiz will be administered online via Moodle and will be available 24 hours prior to the respective class period. You will need to complete the quiz prior to that class. The quiz will be timed, so be sure you have read everything before taking it, though you *can* use your book to complete the assignment. For example, the first reading quiz is listed for Thursday, January 18th. You will have from 12:00pm CST on Wednesday, January 17<sup>th</sup>, until 11:59am Thursday, January 18<sup>th</sup> to complete the quiz. While all quizzes are worth 50 points, they may not all contain the same number of questions.

***These online quizzes cannot be made up.*** If you miss the quiz, you may provide a detailed outline of *The American Presidency* chapters assigned for that quiz, to be turned in within 5 calendar days of that quiz's due date as an alternative means to the 50 points.

***Short Essay Assignments (100 points for #1 / 150 points for #2)***

This course will have a total of two essay writing assignments based on questions or topics provided by the instructor. These papers must be three to five pages in length, double spaced, have 1" margins all around, use black, Times New Roman 12-pt font, and must use appropriate methods of citation (preferably Turabian/Chicago) when quoting from sources. **Grammar and writing style will be incorporated into the grading.** Tips and guidelines for formatting and writing in this class will be provided on Moodle. All papers are due at the *beginning* of class. (See Late Work Policy on next page)

***Attendance and Participation (100 points total)***

***Substantive*** class participation, expressing both familiarity with and contemplation of course readings and topics, will be considered in the evaluation of final grades.

Attendance of all classes is mandatory and will be taken at the *beginning* of each class. **If you are late to class, it is your responsibility to inform the instructor at the end of class.** Each absence after the 3<sup>rd</sup> will incur a 50-point deduction from the final grade. For example, a student earns an 850 (B) based on course assignments, but was absent a total of 6 times. 150 points would then be deducted from this grade, and the student would end up receiving a 700 (C-) for the course. **A student who misses more than 7 classes in the semester will automatically fail the course.** With this in mind, please reserve your quantity of permitted absences for true emergencies.

**CELL PHONE/TECH QUIZZES:** No cell phones or other electronic devices not used for note-taking or reading are allowed to be seen or heard during the class period. If your cell phone or device rings, dings, vibrates, beeps, or leaves your pocket or bag, you forfeit your attendance grade for the day and the entire class will be given an impromptu quiz. The same policy holds if those taking notes or reading the assigned texts on laptops or tablets are found to be doing something other than note-taking or reading class related material.

**ONLINE LECTURE QUIZZES:** For one or more class periods this semester, the lecture will be recorded and made available on Moodle. In addition to watching these lectures, each session may be accompanied by a brief online, multiple-choice quiz regarding that lecture. In order to receive the attendance grade for that class, you will need to watch the lecture and achieve an 80% on the quiz. Each online lecture/quiz needs to be completed before the next in-class period.

## GRADING

**THERE WILL BE A TOTAL OF 1000 POINTS AVAILABLE IN THIS COURSE.**

<b>MIDTERM EXAM</b>		<b>100 TOTAL</b>
<b>FINAL EXAM</b>		<b>200 TOTAL</b>
<b>7 READING QUIZZES</b>	<b>50 POINTS EACH</b>	<b>350 TOTAL</b>
<b>ATTENDENCE</b>		<b>100 TOTAL</b>
<b>SHORT ESSAY #1</b>		<b>100 TOTAL</b>
<b>SHORT ESSAY #2</b>		<b>150 TOTAL</b>

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<b>A+</b>	<b>980 – 1000 POINTS</b>		
<b>A</b>	<b>930 - 979 POINTS</b>	<b>C+</b>	<b>780 – 799 POINTS</b>
<b>A-</b>	<b>900 - 929 POINTS</b>	<b>C</b>	<b>730 – 779 POINTS</b>
<b>B+</b>	<b>880 – 899 POINTS</b>	<b>C-</b>	<b>700 – 729 POINTS</b>
<b>B</b>	<b>830 – 879 POINTS</b>	<b>D</b>	<b>600 – 699 POINTS</b>
<b>B-</b>	<b>800 – 829 POINTS</b>	<b>F</b>	<b>Below 600 POINTS</b>

*\*Though opportunities for extra credit may arise, it is unlikely*

## LATE WORK POLICY

### No Late Exams will be accepted

Short essays will be deducted 10 points for every day they are turned in late. Work due at the beginning of class that is turned in during or after the end of class is considered one day late. **Any work more than 8 calendar days late will not be accepted.**

Late work may be turned in by e-mail, but I prefer a hard copy when possible. Assignments turned in to my campus mailbox must be “time-stamped” and signed by the secretary.

## OFFICE HOURS AND ASSISTANCE

I am committed to helping you navigate the requirements and material of this course to the best of my ability. In addition to my scheduled office hours, I welcome your questions by e-mail and am happy to meet you during office hours by appointment any time I am available to do so. Please e-mail me with a time that works for you. In general, I will always be available for my office hours. However, if you can give me a heads up that you plan to stop by, I would greatly appreciate it! Also check the Moodle Calendar for some changes in availability.

**Center for Academic Success (CAS)** offers valuable tools and strategies, both online and in person, to help you achieve your academic goals. Services include private consultations, workshops, tutoring, and peer-led study sessions to help maximize your learning potential. CAS provides strategies for time management, test preparation, test anxiety, note-taking, as well as concept-mapping and college-level reading strategies.

|B-31 Coates |225-578-2872 | [cas@lsu.edu](mailto:cas@lsu.edu) | [www.lsu.edu/cas](http://www.lsu.edu/cas)

## SYLLABUS CHANGES

Due to a variety of circumstances the class agenda/schedule may deviate from the schedule made available the first week of the semester in the syllabus. As a result, short-essay assignment due dates and reading schedules may vary. I will make every attempt to keep you aware of any needed changes and accommodate situations where alterations in the schedule create an inconvenience. Please check Moodle regularly for updates. **EXAM DATES WILL NOT CHANGE**

## CONTENT DISCLAIMER

Any course on politics inevitably deals with *real life* behaviors, situations and human circumstances. As a consequence some material covered over the course of the semester will be potentially more *provocative* than others. Confronting divisive topics and issues which we feel very passionate about is a necessary effect of this course. The intention is never to offend but to inform. As your professor, I am committed to approaching these topics as sensitively as possible and I expect students to do the same.

What do I mean by approaching these topics with “sensitivity”? First, a productive conversation is always animated by humility. None of us know it all and we always have more to learn. This is not to say that confidence should be discouraged, but be ready to listen and to understand. Ask questions and be prepared to back up what you’re saying, or to say, “I was wrong” or “I may need to rethink that.”

Second, there is no place in this course for condescending language toward one another for any reason. Not only is it offensive, but it tends to hinder rather than help the conversation move along. You may think someone says something that is completely wrong, but disparaging another student's character, intelligence or identity closes people off to learning and often distracts us from the core ideas and arguments.

Tension, mystery, arguments, conflict, confrontation, division, disagreement and difference are at the heart of studying the presidency, and these elements are critical to a good class. But every person in a discussion must be treated with respect as persons with an inviolable dignity for the class to be productive and educational.

### **CHEATING AND PLAGIARISM**

Cheating and/or plagiarism (the use of other's work without giving credit or attempting to pass it off as your own) will not be tolerated and will be prosecuted to the fullest extent that college rules allow. You are here to learn, develop new skills and to think in new ways. Taking the easy way out does not serve you or your future.

It is not a good enough excuse to say, "I didn't know how to cite this!" Any time you quote or reference a source, proper citation is required. If you do not know how to cite something properly, I am more than happy to help you, as are the folks in the Center for Academic Success at Coates Hall B-31

You should also familiarize yourself with LSU's Code of Student Conduct, which can be found online, as it pertains to academic dishonesty. Students who are suspected of plagiarism or cheating will be referred to the Office of Student Advocacy and Accountability for an investigation and possible penalty. This investigation could result in a zero for the assignment in question or a failing grade for the course. A second violation (for your full LSU career, not only in this course) could result in a suspension or expulsion from the university. If you plagiarize or cheat on an assignment I am required to report the matter. The process is out of my jurisdiction after that. Please keep this in mind and realize that it does not matter *why* you cheat or plagiarize, doing so for any reason and under any conditions will trigger the university's investigative and disciplinary process for academic dishonesty. For more on LSU's definition of plagiarism, visit

<http://students.lsu.edu/saa/students/plagiarism>

# SCHEDULE OF CLASSES

Updated 12/6/2017

## PART I - ORIGINS OF THE PRESIDENCY

### JANUARY

Thursday, 11<sup>th</sup> - Syllabus, Orientation, Introductions

**Readings:** Syllabus

\*\*Did you miss the first day? A version of this introduction is recorded and available on Moodle

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Tuesday, 16<sup>th</sup> - Roots of the American Presidency

**Readings:** Milkis & Nelson Chs. 1-2  
*TEP* Ch. 2

Thursday, 18<sup>th</sup> - The Presidency at the Constitutional Convention

**Readings:** *TEP* Ch. 1

READING QUIZ #1: Milkis & Nelson 1-2, *TEP* Chs. 1-2

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Tuesday, 23<sup>rd</sup> - Presidential Powers and Views of the Constitutional Presidency

**Readings:** *TEP* Chs. 3-4

Thursday, 25<sup>th</sup> - Debating the Constitutional Presidency

**Readings:** *TEP* Chs. 5 and 8  
Milkis & Nelson Ch. 3

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Tuesday, 30<sup>th</sup> - The Presidency and Precedents of George Washington

**Readings:** *TEP* Chs. 6-7  
Milkis & Nelson Ch. 4

## FEBRUARY

Thursday, 1<sup>st</sup> - The Rise of Opposition, Parties and New Challenges

**Readings:** *TEP*, Chs. 9-11, 13-14

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Tuesday, 6<sup>th</sup> - Adams to Jackson

**Readings:** Milkis & Nelson Ch. 5

READING QUIZ #2: Milkis & Nelson 3-5, *TEP* Chs. 3-8

Thursday, 8<sup>th</sup> - Origins of the Presidency Wrap- Up

**Readings:** Milkis & Nelson Ch. 6

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Tuesday, 13<sup>th</sup> - **NO CLASS, MARDI GRAS**

## PART II – BECOMING THE PRESIDENT

Thursday, 15<sup>th</sup> - Development and Challenges of Presidential Selection

***SHORT ESSAY #1 DUE AT BEGINNING OF CLASS***

**Readings:** *TEP* Chs. 12, 22

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Tuesday, 20<sup>th</sup> - Eligible Candidates, Pre-Campaign and the Nomination

**Readings:** Milkis & Nelson Ch. 7  
*TEP* Chs. 41, 51

Thursday, 22<sup>nd</sup> - Presidential Campaigns and Elections Continued

**Readings:** Milkis & Nelson Ch. 8

READING QUIZ #3: Milkis & Nelson 6-8, *TEP* 11 and 14

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Tuesday, 27<sup>th</sup> - The General Election, and Election Reform

**Readings:** Milkis & Nelson Ch. 9  
*TEP* Chs. 15-16, 23, 26, 31, 54

**MARCH**

Thursday, 1<sup>st</sup> - Midterm

MIDTERM EXAM PART I AT END OF CLASS  
MID TERM TAKE-HOME PART II, III HANDED OUT END OF CLASS

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Tuesday, 6<sup>th</sup> - The Public, the President, and the Media

**Readings:** *TEP* Chs. 17-18, 24, 47, 57  
Milkis & Nelson 10

EXAM DUE AT BEGINNING OF CLASS – NO LATE EXAMS ACCEPTED

Thursday, 8<sup>th</sup> - The Changing and Expanding Presidency

*No class, professor out of town*

**\*\*View recorded lecture on Moodle. \*\*Be sure to complete the online quiz for the attendance grade**

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Tuesday, 13<sup>th</sup> - Presidential Character and Performance

**Readings:** Milkis & Nelson Ch. 11

READING QUIZ#4: Milkis & Nelson 8-11, *TEP* 15-16, 23 and 31

Thursday, 15<sup>th</sup> - President and Political Parties

**Readings:** Milkis & Nelson Ch. 12

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Tuesday, 20<sup>th</sup> - President and Interest Groups

**Readings:** Milkis & Nelson Ch. 13  
Daniel J. Tichenor, "The Presidency and Interest Groups"  
(Moodle)

Thursday, 22<sup>nd</sup> - The White House Staff, Organization and the Cabinet

**Readings:** *TEP* Chs. 30, 46  
Milkis & Nelson Ch. 16

**READING QUIZ #5:** Milkis & Nelson 12-13, 16 *TEP* 30, 46

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Tuesday, 27<sup>th</sup> - No class, Spring Break

Thursday, 29<sup>th</sup> - No class, Spring Break

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## APRIL

Tuesday, 3<sup>rd</sup> - The President and the Bureaucracy

**Readings:** *TEP* Chs. 21  
Milkis & Nelson 14

Thursday, 5<sup>th</sup> - The President and the Bureaucracy

***SHORT ESSAY #2 DUE AT BEGINNING OF CLASS***

Tuesday, 10<sup>th</sup> - President and Congress

**Readings:** Milkis & Nelson 15

Thursday, 12<sup>th</sup> - The President, Congress and Impeachment

**Readings:** *TEP* Chs. 20, 28, 38, 42, 43, 49, 50

READING QUIZ #6: Milkis & Nelson 14-15, *TEP* 19, 21, 25-28

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Tuesday, 17<sup>th</sup> - President and the Judiciary

**Readings:** *TEP* Chs. 19, 25, 27, 29

Thursday, 19<sup>th</sup> - President and the Judiciary

**Readings:** *TEP* Chs. 33, 44, 45, 55, 58

READING QUIZ #7: *TEP* 33, 42, 44, 45, 55, 58

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Tuesday, 24<sup>th</sup> - Donald Trump and the Future of the Presidency

**Readings:** TBD

Thursday, 26<sup>th</sup> - Conclusion, Review and Catch-Up

Parts II, III of Final Exam Handed Out at End of Class

**FINAL EXAM: Tuesday, May 1st, 5:30-7:30pm**  
Part II, III Due at beginning  
Part I administered during Final Exam period

# Writing Guidelines

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Good writing corresponds to good thinking, and vice versa. As such, you will be held accountable for proper grammar, spelling, syntax, organization, punctuation, and clarity in your writing. I am aware that you all come to this class with different levels of skill and experience with writing. Instead of lowering expectations and standards and thereby setting you up for failure, I am committed to helping you improve your writing by maintaining reasonable but challenging standards and then helping you achieve them.

The following are some basic guidelines, resources, insights, tips, etc. for writing effectively in this class and beyond

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1. What's the best thing you can do to improve your writing? Read! You can't write well unless you've seen something that is well-written.
2. Review the basics until they become second-nature.

For example, with punctuation, you should review basic knowledge of where to place periods, question marks, commas, etc. In general, avoid using semi-colons, colons, exclamation points, dashes, and ellipses (...) unless you're positive you know you're using them correctly.

I HIGHLY recommend this short, old book that people have used for decades:

**William Strunk Jr. *The Elements of Style*.** any edition. Revised by E.B. White. (New York: Longman, 1959 or later). ISBN 0205313426

Chapters I and II – you should be familiar with all these principles of usage and composition

3. Don't trust spell check. It will deceive you. Run it once, but carefully look through every correction it recommends. It's not always right, or does not really know what you meant to say.
4. Vary the length and structure of your sentences.
5. Do more with less. If it can be said with 3 words instead of 15, choose the shorter version.
6. Make sure all your nouns, verbs, adjectives, and adverbs agree with each other in terms of number (singular and plural)
7. Avoid first (I, we) and second (you, you all) unless the essay prompt asks you to do so.
8. Be sure that you know how to properly construct possessive nouns. Spell check rarely catches these problems and may even make the wrong suggestions
9. Do not write the way you write in a text message, e-mail, on Facebook, Twitter, etc.
10. Avoid cliché phrases like, "In today's society..."
11. Typically, avoid saying "I believe" "I think" and "I feel," just *say* what you believe, think, and feel.
  - a. Bad Example: "I think the electoral college is undemocratic because..."
  - b. Good Example: "The electoral college is undemocratic because..."

12. Strive to use “active” voice over “passive” voice as often as possible. This means using fewer verbs that are variations on “to be.” So avoid using is, are, was, were, be.  
Here is an example:
- a. PASSIVE: The Framers were struggling to identify effective compromises  
Congress is guilty of forfeiting its authority  
The electoral college is undemocratic because...
  - b. ACTIVE: The Framers struggled to identify effective compromises  
Congress forfeits its authority  
The electoral college deviates from democracy because...
13. Read your paper out loud! If it *sounds* awkward, it is probably wrong or unclear.
14. Avoid “absolute” words in your analysis, and substitute “qualified” words for them. For example, instead of saying “all,” say “many, most, some, numerous, or a majority.” Along the same lines, avoid the words “best, demand, most, least, worst, only, obviously, clearly, very, really, truly, actually”
15. Prepositional phrases are often disposable, but not always. Look for them in your paper and see if they can be dispensed with
16. When giving your paper a title, don’t simply name it after the assignment or the subject of the paper. Create a title that makes a reader curious or which is more explicitly connected to your *argument*
17. Any time you use a pronoun (he, she, it, her, him, they, them) or a demonstrative (this, that, these, those), it should be clear what they are replacing or “pointing” to. In other words, it should be obvious who “he” is or what “that” is.
18. The following prose additives tend to be disposable:
- a. case / character / degree / the fact that / factor / instance / level / quality
  - b. Words with the following endings: -tion / -ment / -ence

**ASK FOR HELP**

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**Here are some other helpful resources:**

- Lisa Baglione. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods*, 2<sup>nd</sup> Ed (Washington, DC: CQ Press, 2011)
- Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7th Edition or later. (Chicago, University of Chicago) ISBN: 9780226823379
- Claire K. Cook. *Line by Line: How to Improve Your Own Writing*. (Boston: Houghton Mifflin, 1985)

## Grading Criteria for Written Work

**A:** **Content:** The reader is captivated by the ideas, perspective, etc. Work shows insight, evidence of reflection. Reader can “think along” with the writer. Reader learns something. Arguments are cogent, complete, and thought through to implications.

**Structure:** Crystallizing title. Enticing beginning, good development of ideas through midsection, including sufficient context, background history—research where it’s called for; good flow from sentence to sentence and paragraph to paragraph, and a conclusion that does more than simply repeat—adds a twist, asks a new question, or somehow gives a sense of completed statement. Pleasant to read.

**Style:** Some flair or grace in the writing. No significant or distracting grammatical or mechanical errors or lack of clarity.

**B:** **Content:** Still strong ideas, holds reader’s interest, but *some* evidence of not thinking the issue all the way through, or not anticipating objections, minor faulty reasoning, etc. Facts substantiated and all relevant context supplied.

**Structure:** Again, a good sense of flow from beginning to end, but perhaps with some weaker transition (sentence/paragraph). Still, nothing more than slightly distracting or confusing.

**Style:** Minimally, clean copy. Could allow for, say 2-3 instances of minor grammatical error. No persistent problems running throughout. Good variation in sentence structure and length.

**C:** **Content:** Any of the following defects: Shows evidence of some superficial thinking, unimaginative assertion, or clichéd ideas: writer falls short of confronting the implications of his/her own position. Casual or unquestioning acceptance of received ideas. Fallacious reasoning. Failure to substantiate or supply adequate context.

**Structure:** Any noticeable transition problems that interfere with following the writer’s train of thought. Clichéd introductions: “In today’s society....” Bland summary conclusions.

**Style:** Distracting problems—major and minor grammatical & mechanical issues.

**D:** Any heavy accumulation of “C” level problems, though there is some reasonable evidence or glimmer of the writer at least trying.

**F:** Anything that looks slipshod, evidence of substantial carelessness, many major problems in style and structure. Unthinking, in every sense of that word. You basically didn’t even try.

\*\*\*This is not meant to scare you! It’s meant to encourage you to work hard and ask for help

## **\*\*SAMPLE ESSAY\*\***

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Name

Date submitted

POLI 4036

This is a One-Line, Centered Title, in Same Size, Font and Style as Text

You **Must** have a Title, But Not always a Subtitle

Format your essay to look just like this one. It must be double-spaced and printed in a Times New Roman, 12 point font. The margins should be one inch on all sides. All inside pages should be marked at the top right (approximately 1/2 inch from the top edge of the paper) with the page number and your last name. Front-and-back printing is acceptable to save paper. Make sure your printer has enough ink or toner to make a dark impression. Keep a hard copy and digital copies of your paper. Think ahead in case campus and computer-lab printers are not cooperating. You are allowed to e-mail a copy of your paper to me, but I would always prefer a hard copy.

Proofread and revise carefully. Proofreading is *not* the same as spell- and grammar-checking! Justify only the left margin, not the right. This is called "ragged right," and it is the look that most editors prefer. Right-justified copy often causes inconsistent word spacing, which can be a nuisance to read. All words should be one space apart, except those following terminal sentence punctuation (like periods, questions marks, and exclamation points). Every paragraph should be indented five full spaces or a half-inch. Do not put extra spaces between paragraphs.

Do not use a sans-serif font like Arial. This sentence is printed in a sans-serif font. Do not mix fonts. Do not use ornate or fancy fonts. Do not put your title in larger type; do not underline or italicize or capitalize your title. Use underlines or italics (one or the other, not both) to indicate emphasis (though be

sparing with this), or to refer to the title of a book, periodical, government publication, pamphlet, TV or radio program, and so on. Use quotation marks to set off the title of a poem, article, speech or TV or radio segment. Consult a reference such as Kate Turabian's, *A Manual for Writers of Research Papers, Theses, and Dissertations*, for more details. When using footnotes or endnotes you do not need to have a "Works Cited" or "Bibliography." Do not use a report cover, cover page, or other binding; staple your pages together in the upper left corner. Make sure your name is on each page. Use only white, non-textured paper. If you have sources to cite, do so according to the Chicago Manual of Style, using either footnotes or endnotes.<sup>1</sup> If there is any part of this formatting that you do not understand or know how to do, please ask me or go to the Center for Academic Success.

All of this may seem designed to make your essay look like everyone else's, but that's the point. It may seem excessively picky, but there's a good reason for this: the only thing that will differentiate your words from anyone else's is the way you write them. Editors and teachers are interested in reading good writing, not in seeing your flair for creative page design. This sample essay has been adapted from Dr. Steve McKenna at the Catholic University of America in Washington, DC.

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<sup>1</sup> In Microsoft Word, press CTRL + F to create a footnote. This will automatically create a superscript number in the text that corresponds to the number of the footnote. For endnotes, press CTRL + D to do the same thing. This will be where you place any citation information for quotes, paraphrased quotes, etc. When in doubt, cite it! Notes should be Times New Roman, single-spaced, 10pt font with no space between paragraphs. Endnotes do not count toward page counts, and I will know if you're using notes to fill in space for making your paper longer.

SELECT BIBLIOGRAPHY

\*\*This rather brief list is just a sample of the books I use to construct lecture material for this course.

- Cronin, Thomas E. Ed. *Inventing the American Presidency*. Lawrence, KS: University of Kansas, 1989.
- Edwards, George C. Ed. *Readings in Presidential Politics*. Belmont, CA: Thomson Higher Education, 2006.
- Ellis, Richard J. and Michael Nelson. Eds. *Debating the Presidency: Conflicting Perspectives on the American Executive*. 3<sup>rd</sup> Ed. Washington, DC: CQ Press, 2015.
- Hess, Stephen. *Organizing the Presidency*. 3<sup>rd</sup> Ed. Washington, DC: Brookings Institution Press, 2002.
- Jones, Charles O. *Separate But Equal Branches: Congress and the Presidency*. 2<sup>nd</sup> Ed. Chappaqua, NY: Seven Bridges Press, 1999.
- . *The American Presidency: A Very Short Introduction*. New York: Oxford Univ., 2007.
- Kernell, Samuel. *Going Public: New Strategies of Presidential Leadership*. 4<sup>th</sup> Ed. Washington, DC: CQ Press, 2007.
- Kernell, Samuel and Samuel L. Popkin. Eds. *Chief of Staff: Twenty-Five Years of Managing the Presidency*. Berkeley, CA: Univ. of California, 1986.
- Mansfield Jr., Harvey C. *Taming the Prince: The Ambivalence of Modern Executive Power*. Baltimore: The Johns Hopkins Press, 1989.
- Nelson, Michael. Ed. *The Evolving Presidency: Landmark Documents, 1787-2015*. 5<sup>th</sup> Ed. Washington, DC: CQ Press, 2016.
- Nelson, Michael and Russell L. Riley. Eds. *Governing at Home: The White House and Domestic Policymaking*. Lawrence, KS: Univ. Press of Kansas, 2011.
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