

The American Presidency
POL 303 - Section 1 (Honors)
Fall 2022
MW 2:00 PM-3:15 PM
Location: Honors College Room 107

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Office Hours
9:00 AM - 10:00 AM Mondays
or by appointment

TA: TBD
Office TBD

Office Hours
TBD

Course Description

This course is an introduction to the political and administrative processes of the American presidency and the executive branch it leads. The fall of 2022 marks the end of the first half of President Biden's first term in office, and during this time the president will pursue an agenda for the nation in the midst of the midterm election campaign in which control over Congress is at stake. In this class, we will step back from the day-to-day news cycle to substantively examine the constitutional second branch of government as a political institution nestled in a complex political system of rival actors, and apply analytical political science concepts to explain and evaluate the behavior of the Biden Administration's first two years in office.

As an honors section of POL 303, this class will include a simulation of bureaucratic policy making in which the class is organized into multiple executive departments and each student is assigned an agency and must navigate the twin pressures of department heads and the public to promulgate regulations and advance their careers.

Objectives

To introduce students to the substantive role of the presidency in policymaking, the execution of the law, and pursuing an agenda within American society

To acquaint students with the analytical political science concepts which characterize and explain historical and recent executive branch behavior, including:

The goals and constraints which shape the behavior of presidents, political appointees, and career bureaucrats

The loyalty-competence tradeoff and the administrative challenges presidents face

The executive rulemaking process and the limited conditions under which presidents may unilaterally make policy

The tools presidents employ to gain advantage when negotiating with other actors in the American political system

To familiarize students with the requirements of serving as a responsible public administrator and as a public servant with expertise

To develop students' communication, collaboration, and strategic planning skills through engagement in a simulation of executive policymaking

Required Course Materials

Pika, Joseph A., John Anthony Maltese, and Andrew Rudalevige, ed. 2020. (10th Edition) *The Politics of the Presidency*.

The Washington Post frequently publishes short articles on scientific findings from political scientists, and several articles from The Washington Post are assigned as course readings. The Washington Post limits the number of articles which may be read each month for free. If you find that you exceed the limit and are blocked from accessing course readings, you should purchase a student 'All-Access Digital' subscription to The Washington Post for three months of the course, starting on August 24 through November 24.

The All-Access Digital subscription costs \$1 every four weeks. You can find the academic subscription option here:

https://subscribe.washingtonpost.com/checkout/?promo=o8_edu_acq, or if this link expires, at <https://subscribe.washingtonpost.com/>.

Supplemental Readings

Readings may be assigned to supplement the required text from online sources or excerpted from other books. Several readings are assigned from the Washington Post's Monkey Cage blog, which features articles written by experts on the presidency interpreting recent events in light of existing theories of executive politics. You may subscribe online for \$4 total using the procedure described in the prior paragraph, and access the Monkey Cage blog through the end of the semester.

Assigned readings derived from online sources are accessible through links or PDF files within the course content folders on the class Blackboard page. Other readings are accessible via a link to JSTOR in the course content folders. You may log in to JSTOR using your WebID to read these political science articles, which are denoted on the syllabus. If you have difficulty accessing JSTOR via the Blackboard links, you may log in at <https://www.olemiss.edu/cgi-bin/library/jstor.pl> and use your WebID to gain access and search for the article manually.

Grading

Participation 5%; Section Quizzes 5%; Exam 20%; Agency Research Report 10%; Regulatory Proposal/Executive Agenda 10%; Simulation Career Tasks 10%; Agency Oversight Testimony 10%; Agenda Progress Memorandum 30%.

Class participation counts for 5% of your final grade. Participation will be assessed through your participation in in-class discussions. Participation will be graded as a fail (0 points), a pass (1

point) or high pass (2 points) based on participation and the thoughtfulness of what was said in class.

Section quizzes count for 5% of your final grade. For every italicized section of the class in the syllabus, an open book quiz consisting of multiple choice questions on the readings and lecture material will be available on Blackboard. The quizzes are within the Content folder inside the Section Quizzes subfolder. You will have from midnight of the first day of the section until 11:59 PM on the last day of the section to complete the section quiz. (The last section quiz will be open until December 2.) Section quiz performance will also be used to determine your Skill Score/expertise level in the simulation. Students with higher Skill Scores will be able to unlock additional abilities in the simulation, so carefully answering the quizzes will pay off in multiple ways.

An Exam will constitute 20% of your final grade. The multiple choice question exam will take place on Blackboard on October 5. Make up exams will be administered only with prior approval. Approximately one third of the questions will be selected from the section quizzes administered through October 3.

An Agenda Progress Memorandum will make up 30% of your final grade, and is due at the beginning of the final exam period at 4 PM on December 5. Your final project requires you to write a 2500-4000 word memorandum detailing the progress the President made on his agenda items during his first two years in office. Make sure to note which agenda items have been successfully completed, which ones are still in progress, which ones have yet to be addressed, and which ones (if any) were attempted but ultimately failed. For each of the agenda items under discussion, briefly discuss any relevant presidential actions. Has he requested that Congress pass a bill? Has he signed or vetoed any relevant bills? Has he made any relevant appointments? Has he issued any pertinent executive orders? Has he made any public speeches to any relevant effect? Finally, for those agenda items still outstanding, pick one and discuss in depth how the President might go about seeing that agenda item to fruition. Are there any particular members of Congress that should be lobbied (or whose constituencies should be convinced to contact the Congressman in question)? Are there any key vacancies in the administration that need to be filled? Might "going public" on an issue with public support help? Overall, pretend you are a political consultant. What has the President done well with respect to his agenda, where has he failed, where can he improve, what still needs to be done (and how) in order to ensure the rest of the agenda comes to fruition, and what obstacles might he encounter along the way?

The class will take part in a simulation of the executive policy-making process on a weekly basis in the final portion of the semester, and there will be four assignments attached to various elements of this simulation. Each student will be assigned to serve as an administrator of an executive agency within the federal government, and will be asked to familiarize themselves with this agency. Most students will then draft a proposed regulation within their agency's area of discretion, act within the simulation to advance their career, and testify in front of a mock Congressional panel to defend their leadership of their agency. A few students will not do this and instead draft a proposed policy agenda for one or all Federal departments, act within the simulation to advance their career, and testify in front of a mock Congressional panel to defend their leadership of their department (with the exception of the President).

Each student must complete an **Agency Research Report** to earn 10% of your final grade. This is due at the start of class on September 21. The Agency Research Report should be completed in-

dividually and should be a 500-1000 word report on the responsibilities, size, budget, and policy controversies managed by the agency to which you have been assigned.

A **Regulatory Proposal/Executive Agenda** is worth 10% of your final grade and is due at the start of class on October 31. This assignment requires all students who retain their original assigned role as an agency administrator to draft an regulation on a significant policy issue managed by your assigned agency. You must take care to ensure that the regulation does not contradict the U.S. Constitution or existing federal law. Successful proposed regulations will be incorporated into the simulation. Students who are serving in the role of President or Secretary will instead complete a proposed Presidential Agenda or Departmental Agenda, respectively, outlining their policy priorities for the agencies under their supervision.

During the simulation, you will face **Career Tasks** which will provide 10% of your final grade. Within the simulation you can earn Career Points in a variety of ways, and you will have more options to earn these points based on your Skill Score, which is determined by your performance on the Section Quizzes, so be aware these points are linked. If you earn more than ten Career/Legacy Points, every point you earn beyond ten is worth an additional quarter of a percentage point of your final grade, with a limit of five full percentage points in extra credit.

You will give an **Agency Oversight Testimony** worth 10% of your final grade during the final exam period at 4 PM on December 5. Appearing before a panel of legislative questioners, you are to verbally present an account of the work you did as the administrator of your agency (or your department) during the simulation. You will first present a prepared statement making the case for your effective management of your agency (or your department) in the simulation, and then respond to 2-3 questions from questioners playing the role of Members of Congress from across the ideological spectrum who wish to examine your performance. The two students selected as presidential candidates will not testify and instead will play the roles of Senators of their respective parties on the panel, and will be graded on the basis of the quality of the questions asked.

Completing **midsemester course evaluations** on Blackboard can provide up to an extra 2% of the final grade. If at least 90% of the class completes a midsemester course evaluation, everyone in the class will receive one extra percentage point on his or her final grade. For each additional percentage point of the class that completes a midsemester evaluation, everyone in the class will receive 1/10 of an additional bonus point. For example, if 95% of the class completes the midsemester course evaluation, then everyone will receive 1.5 bonus points from this pot. The total amount of extra credit students may receive from midsemester course evaluations is two bonus points. Note that I can see who answers the survey at any time as well as the content, but not who wrote what comment. I can see, however, the proportion of the class which completes evaluations.

Grade Scale

Below is how your final percentage grade will be mapped into a letter grade. There are opportunities for extra credit in this class so there will be no rounding. If you get an 87.99999999%, (for example) when the semester is over your final grade will be a B+. **No exceptions.**

Percentage Point Range	Letter Grade
92-100	A
88-91.99...	A-
85-87.99...	B+
81-84.99...	B
78-80.99...	B-
75-77.99...	C+
71-75.99...	C
68-70.99...	C-
65-67.99...	D+
62-64.99...	D
60-61.99...	D-
0-59.99...	F

Class Policies

Changes to the syllabus may be made in order to correct errors, adjust the schedule, fine tune course details, or address unforeseen issues. Changes will be discussed and announced in class. It is the student's responsibility to attend class to be aware of any syllabus changes. The official syllabus will always be available on Blackboard.

Policy on Readings and Assignment Expectations

Reading and any additional assignments should be completed before the official start time for class on the day assigned. This means that email copies of assignments must be in the instructor/TA's possession at the official start time for class or the assignment is late. Pay careful attention to the syllabus and to any adjustments that may occur. Material in the readings is fair game for the exam even if not discussed in class.

Policy on Missed Classes and Assignments

The University requires that all students have a verified attendance at least once during the first two weeks of the semester for each course. If attendance is not verified, then a student will be dropped from the course and any financial aid is adjusted accordingly by the University. Attendance is verified by scanning your Ole Miss ID card as you enter the room so you must bring your card to each class session. If you have a problem with your ID card, you may sign in with the professor *during class* as attestation of your presence in class. **Do not cheat on attendance. Do not scan anyone else in and do not allow anyone else to scan you in. If you are caught cheating with the attendance scanners you will fail the course without exception.**

Late and makeup assignments will be allowed only with a doctor's note or other equally serious documented reason for the absence. **Excused absences will only be given for dates listed in the documentation provided. Keep this in mind when requesting doctors notes or obtaining other documentation such as memorial programs in the event of a funeral.** Excused absences from mental health conditions such as depression, bereavement, or anxiety require a note from a doctor mentioning specific dates under which attendance was prevented as a result of the mental health condition. Excused absences may also be granted if the student must serve as a caregiver for a

relative diagnosed with COVID-19 even if the student is not ill, so long as documentation is provided for the relative's diagnosis. If no date is provided in the documentation, there will be no excused absence given.

You are responsible for material presented in lectures and discussed in class regardless of your attendance. Notes will not be supplied for students who have missed class, so plan to make other arrangements. Athletes and other students who will miss class due to extra- or co-curricular travel should inform me of the relevant dates early in the semester.

The University must have accurate contact information, including cell phone numbers, to facilitate student communications and contact tracing. Students should check and update their University contact information available at <https://olemiss.edu/mystudentprofile>.

Policy on COVID-19

If students test positive for COVID-19 at any health care facility, they must report it to the Student Health Center (<http://coronavirus.olemiss.edu/report/> or 662-915-7274) and they must follow directions for the healthcare provider and isolate. Students with COVID-19 should seek immediate medical attention at the Student Health Center and contact Dr. Klingler to let me know that you are sick, quarantined, or have some other health-related absence.

I will work with you to help you continue your progress in the course. In your email, state how long you expect not to attend class. I will not be able to provide recordings of class sessions, but we can work together to establish a plan for completing the necessary work. You will have access to the readings, my course materials, and our course site on Blackboard. More information on isolation protocols can be found at <https://healthcenter.olemiss.edu/covid-19-faqs>. Follow the most up-to-date guidance from the CDC: <https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html>.

The University Counseling Center is a professional facility offered by the University of Mississippi to assist students, faculty, and staff with many types of life stressors that interrupt day-to-day functioning, including the stressors associated with the COVID-19 pandemic. They offer individual counseling, couple's counseling, group counseling, stress management, crisis intervention, assessments and referrals, outreach programs, consultations, and substance abuse services. There is no fee for currently enrolled University students and everything you say to your counselor is confidential. You can contact the Counseling Center for information about mental health issues at <https://counseling.olemiss.edu>, counselg@olemiss.edu, 662-915-3784, 320 Lester Hall, and <https://www.facebook.com/universitycounselingcenterolemiss/>. You can schedule an appointment or get information about appointments by calling the UCC at 662-915-3784.

Policy on Grade Appeals

All grade appeals must be made in writing to the instructor. No grade appeals will be considered within the first 24 hours of a grade being posted or an assignment/exam being returned; those that come in within the first 24 hours will be discarded. All grade appeals must be received within ten calendar days of the grade being posted or the assignment/exam being returned; those that come in after this deadline will be discarded. All appeals must contain the following information:

The name of the assignment in question

The reason why you believe your grade should be higher. Be specific and discuss this in the context of the requirements of the assignment.

Determine whether you believe it is an error of calculation (the instructor/TA incorrectly tabulated points), judgment (the grade received does not reflect the quality of the work), or both.

If the instructor/TA determines that an error of calculation is present, then the correct grade will be calculated and the correct grade will be allocated. If it is argued by the student that an error of judgment is present, then the student has the option to have the assignment graded *de novo* by the instructor. As this will be a regrade from scratch, there is the possibility that the grade given to the regraded assignment will be lower than the initial grade given. All decisions by the instructor are final.

Policy on Disabilities

Students facing disabilities or mental health concerns who are not registered should apply for accommodation with Student Disability Services (SDS). Any student who has a documented disability and has received recommendations for accommodations from SDS should speak with the instructor as soon as possible regarding accommodations.

Policy on Email

Email communication must be used to make requests to the instructor/TA (*e.g.* for meetings outside of office hours) so that everyone has a record of the request and decision. For emails sent between Monday and Thursday, inclusive, please allow the instructor/TA up to 48 hours to respond. For those sent between Friday and Sunday, inclusive, please allow the instructor/TA up to 96 hours to respond.

It is the student's responsibility to check his/her Ole Miss email daily, since Blackboard works through Ole Miss email addresses and this is how I am able to communicate with you. If you prefer another email address, set up forwarding from your Ole Miss address.

Writing a professional email is an important skill one should master before graduation. All emails to the instructor/TA should include the following: a subject line briefly explaining the topic of the email and that it pertains to POL 303; a greeting more professional than "Yo" or "Hey" (I prefer "Professor Klingler" or "Dr. Klingler."); a clear question or request; and should identify the sender by name. Emails lacking any of these criteria will not be returned. Before sending an email, please make sure you cannot easily get the answer from another source, such as the syllabus or other class documents.

Policy on Technology

Accessing computers and the Internet should generally be done outside the classroom. Unless I grant an explicit exception, cell phones, laptops, tablets, smart watches, and other electronic devices are **not permitted** to be used during class as handwritten note-taking is associated with better comprehension and reduced distraction (of both the student and those around him/her). If note-taking via laptop is required due to a disability, students are encouraged to visit SDS to request accommodations.

Students are expected to silence their cell phones and refrain from talking, texting, or otherwise using their phones for the duration of the class period. I do not want to hear or see them (including holding the phone underneath your desk while sending a text message). Turn them off and

put them away out of sight. If you feel you will not be able to abide by this policy, leave your electronic devices at home so you won't be tempted. I reserve the right to have you leave the class if you disrupt class, and this includes habitually sending/checking text messages.

This course relies heavily on access to computers and the Internet. At some point during the semester you will have a problem with technology. Your laptop will die, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies. Technology problems will not normally be accepted as excuses for unfinished work. Expect that "stuff" will happen and protect yourself by doing the following:

Plan ahead - start early, particularly if you'll need something hard to get.

Save work often at multiple stages - at least every ten minutes.

Make regular backups of files in a different location from the originals - there are several free cloud services that you can use to do this automatically.

When editing an image, set aside the original and work with a copy.

On your personal computer, install and use software to control viruses and malware.

When submitting any assignment electronically in this course, you are responsible for any technological problems (*e.g.* Internet connection difficulties, corrupted files, misspelled email addresses, delayed email delivery, etc.). To prevent problems along with the associated penalties for late assignments, you should submit assignments well before the deadline and take proactive steps to make sure that files were not corrupted and that assignments were received. Again, please do not trust your computer to function as expected at the last minute.

Policy on Respect and Civility

The exchange of ideas is an essential part of learning, and you are encouraged to frequently ask questions and share your thoughts during regular class. *Disagree without being disagreeable.* We will be discussing some polarizing issues in class, and conversation should remain civil and conducted in a good faith exchange. In order to maintain an atmosphere conducive to learning, students should use professional language in class discussions and written work and behave professionally. No offensive slang or profanity is permitted and unwanted physical contact of another student is a serious offense which will be reported for disciplinary action.

Disruptive behavior will result in a recommendation of appropriate sanction including grade reduction in minor cases and stronger action in more severe cases. If your behavior is disruptive enough to distract me, it can distract the people around you as well, and is a threat to the learning environment. The instructor reserves the right to ask all students in the vicinity of disruptive behavior or conversations to leave the class for the day.

Policy on Academic Discipline

Academic honesty is expected, and academic misconduct will not be tolerated. Examples of academic misconduct are explored in the M Book and include plagiarism (using someone else's words or ideas without proper citation), using someone else's work as your own, allowing someone else to represent your work as their own, gaining or attempting to gain an unfair advantages, giving

false information or altering documents, harming academic support facilities, and any act that violates the principles of honesty or fairness that does not fall into these categories.

Turn in material that you have completed yourself and respect the learning environment. Acts of academic misconduct are serious offenses that will be reported for disciplinary action and appropriate sanction after discussion with the student. Please see the University's Student Academic Conduct and Discipline Policy, the University's Academic Regulations in the M Book and/or speak with Prof. Klingler if you have questions in this area.

Course Outline

Part I: Foundations of the Executive Branch

August 22

Introduction and Course Overview

Agency Selection Worksheet Due in Class

August 24

Leadership and Management of the Presidential Agenda

Pika, Maltese, and Rudalevige — Chapter 11: The Challenges and Opportunities of a New President.

Milkis, Sidney M. 2016. "Crucible: the first 365 days." *The Miller Center at the University of Virginia*.

The White House. 2022. "Fast Facts: Record Firsts in President Biden's First Year."

Gittleson, Ben. 2022. "Biden's Report Card: 1 year in, accomplishments and stalled priorities." *ABC News*.

August 29 and 31

Origins and Development of the Executive Branch

Pika, Maltese, and Rudalevige — Chapter 1: The Changing Presidency

Hamilton, Alexander. 1788. *Federalist 70*.

Mannes, Aaron. 2021. "Here's what Kamala Harris owes to Walter Mondale." *The Washington Post*

September 7 and 12

Complementary Sources of Presidential Power

Nathan, Richard P. 1976. "The Administrative Presidency." *The Public Interest* 44:40–54.

Neustadt, Richard E. 1991. "Chapter 3: The Power to Persuade." In *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Revised Edition. New York: Free Press.

Moe, Terry M. and William G. Howell. 1999. "Unilateral Action and Presidential Power: A Theory." *Presidential Studies Quarterly* 29(4):850–873.

Part II: Presidential Administrative Power

September 14

Staffing and Controlling the Bureaucracy, Part I

Pika, Maltese, and Rudalevige — Chapter 6: Executive Politics

Patterson, Bradley H. and James P. Pfiffner. 2001. "The White House Office of Presidential Personnel." *Presidential Studies Quarterly* 31(3): 415–438.

Moe, Terry. 1985. "The Politicized Presidency." In *The New Direction in American Politics*, eds. John E. Chubb and Paul E. Peterson. Washington, DC: Brookings Institution.

September 19

Staffing and Controlling the Bureaucracy, Part II

Hollibaugh, Gary E., Jr., Gabriel Horton, and David E. Lewis. 2014. "President Obama placed his most competent appointees in agencies most important to—and most resistant to—his political agenda." *LSE-USAPP*.

O'Connell, Anne Joseph. 2021. "The Biden administration still has a lot of vacant positions. It's a growing problem." *The Washington Post*.

Rein, Lisa and Andrew Ba Tran. 2017 "How the Trump era is changing the federal bureaucracy." *The Washington Post*.

Nixon, David C. 2021. "Some Trump officials are 'burrowing' into government jobs. What does that mean, exactly?" *The Washington Post*

Rudalevige, Andrew. 2017. "The Cabinet was the easy part. Staffing (and steering) the bureaucracy takes much more work." *The Washington Post*.

September 21 and 26

Domestic Policymaking

Agency Research Report Due September 21

Pika, Maltese, and Rudalevige — Chapter 8: The Politics of Domestic Policy

Pika, Maltese, and Rudalevige — Chapter 9: The Politics of Economic Policy

Yaver, Miranda. 2021. "The Fifth Circuit halted Biden's vaccine mandate. Here's what the lawsuits are arguing." *The Washington Post*.

Potter, Rachel Augustine. 2021. "Democratic presidents regulate. Republican presidents deregulate. Congress could stop the pendulum swing." *The Washington Post*

September 28 and October 3

Foreign Policymaking

Pika, Maltese, and Rudalevige — Chapter 10: The Politics of National Security Policy

Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4(2):7-14.

Howell, William and Jon Rogowski. 2013. "During wartime Congress is more willing to defer to the president on matters both foreign and domestic." *LSE-USAPP*.

Rudalevige, Andrew. 2018. "If the Iran deal had been a Senate-confirmed treaty, would Trump have been forced to stay in? Nope." *The Washington Post*.

Lee, Carrie A. 2021. "Gen. Milley reportedly tried to work around Trump on nukes. Did he have authority to do this?" *The Washington Post*

Kriner, Douglas. 2021. "What 9/11 taught us about the president, Congress and who makes war and peace." *The Washington Post*.

Part III: Presidential Unilateral Power

October 5

Exam I

October 10 and 12

Unilateral Action

Chu, Vivian S. and Todd Garvey. 2014. "Executive Orders: Issuance, Modification, and Revocation." *Congressional Research Service*.

Rudalevige, Andrew. 2012. "Executive Orders and Presidential Unilateralism." *Presidential Studies Quarterly* 42(1):138–160.

Bailey, Jeremy D. and Brandon Rottinghaus. 2014. "In deciding how to exercise power via Executive Orders, US Presidents appeal to Congress only if it can be united." *LSE–USAPP*.

Chiou, Fang-Yi and Lawrence S. Rothenberg. 2014. "Executive orders are not a viable route around political gridlock." *LSE–USAPP*.

Rudalevige, Andrew. 2018. "Does Trump really have 'absolute power' to declare a national emergency? Let's examine the statute." *The Washington Post*.

Evans, Kevin, and Bryan Marshall. 2017. "When Trump signs bills into law, he objects to scores of provisions. Here's what that means." *The Washington Post*.

Rudalevige, Andrew. 2013. "Recess is Over?" *The Monkey Cage*.

Part IV: Presidential Persuasion Power

October 17

Conflict and Cooperation with Congress, Part I

Pika, Maltese, and Rudalevige — Chapter 5: Legislative Politics

Pfiffner, James. 1988. "The President's Legislative Agenda" *Annals of the American Academy of Political and Social Science*

Rudalevige, Andrew. 2018. "Yes, Congress could give Trump a line-item veto. And it might want to." *The Washington Post*.

Zug, Charles, and Connor M. Ewing. 2018. "What happened to the State of the Union Address? Originally, it helped the president and Congress deliberate." *The Washington Post*.

Rudalevige, Andrew. 2019. "Why Congress's rebuke of Trump's emergency declaration matters—despite the president's veto." *The Washington Post*.

Dearborn, John. 2021. "Biden says that the infrastructure bill shows the presidency can deliver for 'all Americans'" *The Washington Post*.

October 19

Executive Politics Simulation Day I: Nominating Convention and Presidential Election

October 24

Conflict and Cooperation with Congress, Part II

October 26

The Public Presidency, Part I

Pika, Maltese, and Rudalevige — Chapter 3: Public Politics

Sides, John. 2011. "What Can Presidential Speeches Do? A Dialogue." *The Monkey Cage*.

Klein, Ezra. 2012. "The Unpersuaded." *The New Yorker*.

Lovett, John. 2019. "The State of the Union is back on. But Donald Trump's unpopularity may mean he is wasting his breath." *LSE-USAPP*.

Sides, John. 2020. "Incumbent presidents usually get more popular when they run for reelection. Will Trump?" *The Washington Post*.

Sides, John and Robert Griffin. 2022. "Biden's low poll numbers are exactly what we should expect." *The Washington Post*.

October 31

Executive Politics Simulation Day II: Presidential Inauguration and Cabinet Nominations

November 2

The Public Presidency, Part II

Regulatory Proposal/Executive Agenda Due Friday November 4

November 7

Executive Politics Simulation Day III: Bureaucratic Policymaking

November 9

The President and the Judiciary, Part I

Pika, Maltese, and Rudalevige — Chapter 7: Judicial Politics

Waxman, Seth. 1998. "'Presenting the Case of the United States As It Should Be': The Solicitor General in Historical Context." *Address to the Supreme Court Historical Society*.

Solberg, Rorie Spill, and Eric N. Waltenburg. 2018. "Are Trump's judicial nominees really being confirmed at a record pace? The answer is complicated." *The Washington Post*

Boyd, Christina, Michael J. Nelson, Ian Ostrander, and Ethan D. Boldt. 2021. "Biden can't instruct the new U.S. attorneys on how to prosecute the Capitol rioters. But they'll listen to his signals." *The Washington Post*.

Albertus, Michael, and Guy Grossman. 2021. "There would probably be more yawns than outrage if Biden expanded the Supreme Court." *The Washington Post*.

Johnson, Gbemende. 2022. "Why aren't there more Black female judges on the federal bench?" *The Washington Post*

November 14

Executive Politics Simulation Day IV: Bureaucratic Policymaking

November 16

The President and the Judiciary, Part II

November 21 and 23
NO CLASS

November 28
The President as Party Leader

Rottinghaus, Brandon. 2013. "Going Partisan: Presidential Leadership in a Polarized Political Environment." *The Brookings Institution*.

Stein, Jeff. 2016. "This study shows American federalism is a total joke." *Vox.com*.

Baker, Travis J. 2016. "Why talking won't help presidents win bipartisan support." *LSE-USAPP*.

Filindra, Alexandra and Laurel Harbridge-Yong. 2017. "This is why more Republicans in Congress haven't criticized Trump." *The Washington Post*.

Arcineaux, Vin, and Rory Truex. 2021. "Republican voters are deeply divided over Trump. So why do most Republican lawmakers still support him?" *The Washington Post*.

Galvin, Daniel and Josh Vincent. 2021. "Democratic presidents have traditionally hurt their parties. Joe Biden may be different." *The Washington Post*.

November 30
Executive Politics Simulation Day V: Bureaucratic Policymaking

December 2
11:59 PM Deadline for Career Tasks

Monday December 5 (4 PM)
Agenda Progress Memorandum Due
Agency Oversight Testimony