

# **POL 106: The Presidency**

## **University of California, Davis**

Summer Session II, 2016  
MTWR (*days vary by week*)  
10:00-11:40am  
Olson 251

**Instructor:** Dr. Amber Boydston  
**Email:** [aboydstun@ucdavis.edu](mailto:aboydstun@ucdavis.edu)  
**Office:** 684 Kerr Hall  
**Office Hours:** Mondays 12-2pm (and by appointment)  
*Except: Thurs, Aug. 11 (instead of Aug. 8) 12-2pm*

**Teaching Assistant:** Isaac Hale  
**Email:** [idhale@ucdavis.edu](mailto:idhale@ucdavis.edu)  
**Office:** 666 Kerr Hall  
**Office Hours:** Tuesdays 12-2pm (and by appointment)

The word “presidency” may conjure images of powdered wigs, Secret Service agents, or inspirational speeches (plus some really boring ones). Whatever the specific images, much of what we associate with the presidency centers on the person behind the desk: the man or woman elected to serve as commander-in-chief of the United States, each with a unique set of goals, skills, and idiosyncrasies that he or she brings to the job. But the presidency is also an institution, much larger than the human being who holds the post. No matter who the president is, the executive branch of government is endowed with a particular set of institutional powers and constraints that help endow and limit the president’s ability to get things done. Moreover, no presidency occurs in a vacuum. Each administration is indelibly influenced by the political, social, and economic conditions of that president’s time in office. The central theme of our ten-week discussion will be the interplay between these three elements of the presidency: 1) the presidency as an institution, 2) the presidency as an individual entity (i.e., a person), and finally 3) the context of the time in which a given presidency occurs.

Throughout this discussion, we will also spend these ten weeks developing good skills in social science research. Keep in mind that this is a political *science* course (emphasis on the science). And it is an upper-division course, so be prepared to work hard. By the quarter’s end, I expect you to have a firm understanding of the key elements of a good research project, to be able to differentiate good research from less-than-good research, and to craft a good research design of your own. The class is large, and as such it will be structured around lectures, but it is also designed to encourage in-depth student questioning and discussion. So come to class ready to discuss the material; if concepts are confusing, come with questions. The more you participate, the better the class will be, and the easier it will be for you to learn (and, ultimately, to earn a better grade). Plus, it’s my habit to include questions on exams that can only be answered by people who attended—and participated in—each class. In other words, be forewarned that in order to do well on

assignments, quizzes and exams, you need *to actively engage* the readings and you need *to actively engage* the lectures and class discussion. Neither one activity is sufficient on its own.

A syllabus is like a contract, so I've tried to specify lots of details in this syllabus, sometimes in relatively harsh language. Don't be turned off. We'll read and discuss a wide variety of very interesting items and you'll learn a lot in this class. I am excited to teach it and am looking forward to each week of what follows. I certainly hope it will be one of the best courses you ever take.

## **Class Expectations**

Please abide by the following classroom etiquette. I have developed this set of expectations not to be Draconian, but because outlining these guidelines at the beginning of every course helps me focus my time and attention less on logistical issues and more on teaching. I find the material I teach tremendously exciting, and I love teaching it.

### ***Online Access***

All information for the course can be accessed on the UC Davis online course system web page for this course. Please do not email questions until you have double-checked these resources documents for the answer.

### ***Email***

I welcome email questions and comments, as do TAs. When you email me or a TA, you should compose your email as you would any piece of professional correspondence. Specifically:

- So that I know which course you are emailing about, be sure to include POL106 below your name AND in the subject line of the email.
- Begin the email with a salutation (e.g., "Dear Professor Boydston," "Hi Dr. Boydston"). It is ridiculous to start a professional email without a salutation. "Hey" does not count.
- Use a capital letter to start the first word of each sentence and every proper noun.
- Use complete sentences, correct spelling and correct punctuation. Texting language is for texting. Professional emails require full use of the English language, which (by the way) is a lovely language.
- Be courteous and respectful.
- Sign off with "Sincerely," or "Best," or the equivalent, and below this line write your first and last name in your first email and then just your first name thereafter, followed by POL106.

Email etiquette applies to emails you send to a TA as well as those you send to me; be conscientious. We will respond to your emails as quickly as possible, but please do not expect a quick response to email sent on weekends or after 5pm on any day. That said, remember that the TA(s) and I really are very excited to hear your questions and thoughts about the class or related topics.

### ***Lecture Slides***

Power point slides will be available online, usually by the morning of a given lecture. Feel free to print out the slides prior to class. Given that I make these slides available for you to download, I do not guarantee that I will slow down or stop my lecture to allow you to copy down the material on the slide. However, I am always happy to slow down, repeat myself, or explain an idea further if

you have questions about the material. Be warned that the material on the slides usually does not include all the important information we will cover in class. The slides are designed to help structure your note taking and studying—not to replace it. Thus, I encourage you to attend class each day. And if you miss a class I encourage you to talk with a fellow student to get filled in on what you missed and, of course, ask me and/or the TA(s) if you have questions. Moreover, the assigned readings are required, even if we do not discuss them in detail in class.

### ***Desk Name Tag (yep, you read that correctly!)***

Even in large lecture classes, I try to foster as much class discussion as possible. Toward that aim, I ask that you place a “desk name tag” on the desk in front of you in class each day. Although attendance will rarely be taken, showing up to class with your desk name tag will help your participation grade. The best way to make this name tag is to take a 8½ x 11 inch piece of construction paper or lightweight cardboard, fold it in half lengthwise (so it’s now 4¼ x 11 inches), and write your name on one side so that your name is upright when you put the folded piece of paper like a tent on the desk in front of you. Please write your full name (**FIRST AND LAST**—using whatever name you prefer to be called as your first name) in **LARGE, VERY DARK, BOLD** letters.

### ***Laptops and Other Electronics***

I love my laptop. And my phone. And my tablet. And I understand how tempting it can be to look at one’s electronic devices instead of the person at the front of the room. To conquer this temptation, I ask that you resort to old-school pen-and-paper notetaking. In other words, do NOT use your laptop (or iPad or smartphone or any other electronic device) in class. If you have a documented learning disorder that is helped by typing your notes, feel free to talk with me and I will be happy to consider an exception (although it doesn’t mean I’ll grant one). Finally, just like at the movies, please silence your phones.

### ***Talking in Class***

I hope you will talk in class (a lot!) to facilitate rich class discussions. When you talk in class, please talk **LOUDLY** so that others can hear you. If you have something to say that you do not want everyone to hear then please—for the love of Jiminy Cricket—resist the urge to talk to your neighbor during class and say it after class instead.

## **Required Text**

Vavreck, Lynn. 2009. *The Message Matters: The Economy and Presidential Campaigns*. Princeton, NJ: Princeton University Press. (ISBN: 978-0-691-13963-0)

## **Suggested Additional Reading**

Morris, Irwin W. 2010. *The American Presidency: An Analytic Approach*. New York, NY: Cambridge University Press. (ISBN: 978-0-521-72043-4)

## Grading

Grading for this course will be calculated as follows:

|   |             |
|---|-------------|
| Participation                             | 20%         |
| Journal Article Summary                   | 20%         |
| Online Quizzes (Best 2 of 3), 2 x 5% each | 10%         |
| Midterm Exam                              | 25%         |
| <u>Final Exam (Cumulative)</u>            | <u>25%</u>  |
| <b>Total:</b>                             | <b>100%</b> |

*Extra Credit: Experiment Participation*      1%

The TA(s) for this course will alone be responsible for grading all work in this course, and their grading decisions are final. I will stay in close communication with them, and they will consult me on any issues that may arise. But I will not override their grading decisions.

All grading items listed above are detailed in the sections that follow.

## Participation

Your participation grade will be based on the overall effort you put into the class, including the effort you put into your research project assignments, your attendance in lecture AND in the Journal Article Workshops (with desk name tag—see above), and your participation in both types of discussions. Although attendance will only rarely be taken, it's amazing how quickly an instructor and TAs can differentiate the students who attend and participate from those who do not. Thus, do not assume that you will receive full marks for your participation grade automatically; you must earn every point yourself. Come to class, participate in class discussions, earn a good participation grade, and get more out of the class. It's a win-win situation. And if you're particularly shy (and even if you're not), consider visiting myself and the TA(s) during office hours.

## Journal Article Summary

Details about this assignment are in the document **Journal Article Summary Instructions**, which will be posted online under Resources. In brief, you will be responsible for writing a 3-5 page double-spaced summary of one of the academic journal articles we will be reading throughout the quarter according to the elements of a social science research project (see the document **The Ten Elements of Good Research Project**). You can submit a summary for any academic journal article of your choice that is assigned on the syllabus. Each day's discussion section will center on identifying and critiquing the "ten elements" of the journal article(s) for that day. For this reason, in order to be graded your summary **MUST** be submitted by the beginning of the "Journal Article Workshop" when the article will be discussed (in hard copy form and uploaded electronically). Late submissions will not be accepted under any circumstances.

In picking a journal article to summarize, it might be wise to wait until at least the second week so that you can get your bearings on how to define these elements. That said, if you submit your summary early in the quarter (see schedule below) then you have the option of submitting a second summary (e.g., if you want to try to improve your grade). We will use whichever grade is higher.

## Quizzes and Exams

As the weekly schedule below shows, you are required to complete three online, open-note quizzes throughout the course. While these quizzes are open note, they are NOT open friend; collaborating on quizzes with another person in any way constitutes cheating.

Quizzes will be available online, due by the date and time indicated. Each quiz will be in multiple choice and/or short answer format. Believe it or not, these quizzes are not meant to make your life miserable. Rather, they are designed to help you synthesize the information you learn throughout the course and to practice demonstrating your understanding of key concepts in a multiple choice and short-answer exam format before it comes time to sink or swim on an exam. The idea here is that if you force yourself to stay up to date with the material in order to do well on the quizzes, your Midterm and Final exam grades should be much stronger. While you may use your notes (but not your friends) for these quizzes, I strongly encourage you to use this opportunity also as a way of testing your closed-book understanding of the material, as you will not be allowed to use your notes on the Midterm or Final exams. *A note on the online system: It will crash on you. So be sure to give yourself plenty of time to resubmit your quiz if necessary, and compose your essay answers in a separate Word document so you can paste them in again if needed.*

Partway through the quarter, a Midterm Exam will test you on the material covered thus far. At the end of the quarter, a Final Exam will test you on all material covered in class.

**Everything is fair game!** Quizzes and exams may cover three kinds of information:

- 1) Material from the assigned readings, even if we do not discuss it in class or section.
- 2) Material discussed in class and discussion section, even if it is not covered in the textbook.
- 3) Skills and insights you should develop in your journal article summary, even if not covered in the textbook or explicitly discussed in class or discussion section.

## Makeup Quizzes and Exams

Because the correct answers will be displayed as soon as the deadline for each online quiz has passed, makeup quizzes will not be given under any circumstances. But remember, we drop the lowest quiz score. So if you miss a quiz for any reason, all is not lost.

If you know that for some extraordinary reason you will not be able to attend class on the day of an exam, you need to send an email to your TA at least two weeks in advance and we will do our best to schedule a different exam date for you. Otherwise, in the absence of extreme and documented circumstances, you will not be allowed to take alternate exams. Basically, without making arrangements for your absence two weeks in advance, you will be allowed to take an alternate exam only in the case of a sudden death in the family, a hospitalization, etc. and only if you provide documentation that verifies—to my personal level of satisfaction—the circumstances that made it impossible for you to take the exam as scheduled. In the event that you do take a makeup exam, be advised that in addition to receiving a different version of the written exam you would have received in class, you may also be required to complete additional written and/or oral exam questions that will count toward your make-up exam grade.

## **Extra Credit**

At some point in the quarter, you will be invited to participate in a social science experiment conducted in the Dept. of Political Science. It usually takes only about 15 minutes to participate in this kind of experiment, and doing so offers a neat way of seeing behind the scenes of the social science research that you will read about in this and other classes. Your responses in this experiment are completely anonymous. You will receive 1% extra credit on your final grade simply for showing up and participating. More information about this opportunity will be provided in class.

## **Extra Credit Experiment**

At some point in the quarter, you might be invited to participate in a social science experiment conducted in the Department of Political Science. It usually takes only about 15 minutes to participate in this kind of experiment, and doing so offers a neat way of seeing behind the scenes of the social science research that you will read about in this and other classes. Your responses in this experiment are completely anonymous. You will receive 1% extra credit on your final grade simply for showing up and participating. More information about this opportunity will be provided in class.

## **Grade Appeals**

You may appeal a grade by submitting a written request to the TA(s) in two forms, both electronically and in hard copy (you should also CC me on the email). Appeals are due within one week of receiving the grade in question. Your written appeal should explain, in logical and concise (and polite) terms, why you believe you should have received a different grade. The TA(s) will take all grade appeals seriously, but be warned that once you appeal a grade they will reconsider that grade with an open mind, and re-grades can happen in either direction. If this reevaluation reveals that you deserved a higher grade than you received, your grade will be changed in your favor. If this process reveals that you deserved a lower grade than you received, your grade will be changed downward. If your original grade is deemed correct, your grade will remain the same.

## **Disabilities**

UC Davis encourages qualified students with disabilities to participate in its programs and activities and is committed to the policy that all people shall have equal access to programs, facilities, and admissions without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. I am strongly committed to the same policy. If you feel you may need an accommodation based on the impact of a disability, you should contact the Student Disability Center at (530) 752-3184 as soon as possible to identify and document your specific needs. Additionally, it is your responsibility to contact me privately immediately at the beginning of the quarter (i.e., within the first week) so we can discuss how to accommodate your needs. Do not wait until just before an assignment deadline or an exam to inform me of a learning disability; any accommodations for disabilities must be arranged well in advance.

## **Academic Dishonesty<sup>1</sup>**

UC Davis and the Department of Political Science take violations of academic dishonesty seriously, as do I. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the UC Davis community are required to subscribe. In cases of a violation of academic integrity, it is policy to impose appropriate penalties that are consistent with University guidelines. Academic integrity cases will be sent to the office of Student Judicial Affairs.

All course work by students is to be done on an individual basis unless I clearly state otherwise. Any reference materials used in the preparation of any assignment must be explicitly cited. See the following link for tips on how to avoid plagiarism: <<http://sja.ucdavis.edu/files/plagiarism.pdf>>. In general, every time you use another person's idea, you must cite the person at the end of the sentence in which you use the idea. Every time you use a specific phrase, even if the phrase is only two words long (e.g., "the fourth branch of government" or "streams of policymaking"), you must put the phrase in quotation marks and cite the original author at the end of the sentence in which you use the phrase. Citations should be based on the Chicago Manual of Style. See the following link for citations guidelines: <<http://library.osu.edu/sites/guides/chicagogd.php>>.

In an examination setting, unless I give explicit prior instructions to the contrary, whether the examination is in-class or take-home, violations of academic integrity shall consist of any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices (including the internet!), or of any attempt to give assistance, whether or not the one so doing has completed his or her own work. Other violations include, but are not limited to, any attempt to gain an unfair advantage in regard to an examination, such as tampering with a graded exam or claiming another's work to be one's own. Specifically, collaborating with another person to complete independent work constitutes cheating.

Violations also consist of obtaining or attempting to obtain copies of exams, assignments, or any other course materials from earlier versions of this course. Lying to or misleading me or a TA also constitutes a serious violation of academic integrity.

## **Sexual Harassment and Assault Resources**

UC Davis is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with several campus resources, including CARE (Center for Advocacy, Resources and Education) at (530) 752-3299 and Counseling Services at (530) 752-2349. More information here:

[http://sexualviolence.ucdavis.edu/docs/sexual\\_violence\\_support\\_brochure\\_jul15.pdf](http://sexualviolence.ucdavis.edu/docs/sexual_violence_support_brochure_jul15.pdf)

---

<sup>1</sup> Much of the text in this section has been directly obtained from the sections of the Princeton University website on Rights, Rules, and Responsibilities: <<http://www.princeton.edu/pr/pub/rrr>>.

## Weekly Assignments and Topics

The list below indicates reading assignments, online quiz deadlines, and Midterm and Final exam dates. All journal articles and other readings not included in the required textbooks will be available online, under Resources/Readings. You should do each day's readings before that day's class. I'll generally keep us on schedule, but note that discussions may bleed over from one class to the next.

| Date               | Topic                                       | Readings Due  | Other Work Due                              |
|--------------------|---|---|---|
| Week 1             |   |   |   |
| Mon, Aug 1         | Course Introduction                         | <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>  |   |
| Tues, Aug 2        | The Origins and Evolution of the Presidency | <ul style="list-style-type: none"> <li>• Article II of the Constitution</li> <li>• Federalist #70</li> </ul>  |   |
| Wed, Aug 3         | The Nomination Process                      |   |   |
| Thurs, Aug 4       | The Presidential Election Part I            | <ul style="list-style-type: none"> <li>• Chs. 2 &amp; 3 (Chs. 4 &amp; 5 also recommended) from Vavreck, Lynn. 2009. <i>The Message Matters</i>. Princeton, NJ: Princeton University Press.</li> <li>• Erikson, Robert S. 2009. "The American Voter and the Economy, 2008." <i>PS: Political Science and Politics</i> 42(3): 467-471.</li> </ul> | <i>Online Quiz #1 posted by end of day</i>  |
| Week 2             |   |   |   |
| <b>Mon, Aug 8</b>  | <b>NO CLASS</b>                             |   |   |
| <i>Tues, Aug 9</i> | <i>Journal Article Workshop</i>             | <ul style="list-style-type: none"> <li>• <i>The Ten Elements of a Good Research Project</i></li> <li>• <i>Journal Article Summary Instructions</i></li> </ul>   |   |
| Wed, Aug 10        | The Presidential Election Part II           | <ul style="list-style-type: none"> <li>• Baum, Matthew. 2005. "Talking the Vote: Why Presidential Candidates Hit the Talk Show Circuit." <i>American Journal of Political Science</i>, 49(2): 213-234.</li> </ul>   | <b>Online Quiz #1 due by start of class</b> |
| Thurs, Aug 11      | Presidential Debates                        | <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>• Boydston, Amber E., Rebecca A. Glazier and Matthew Pietryka. 2012. "Playing to the Crowd: Agenda Control in Presidential Debates." <i>Political Communication</i> 30(2): 254-277.</li> </ul>  |   |



| Week 3               |                                 |  |  |
|----------------------|---------------------------------|--|--|
| Mon, Aug 15          | The President and the Public    | <ul style="list-style-type: none"> <li>• Canes-Wrone, Brandice and Kenneth W. Shotts. 2004. "The Conditional Nature of Presidential Responsiveness to Public Opinion." <i>American Journal of Political Science</i> 48(4): 690-706.</li> </ul>   | <i>Online Quiz #2 posted by end of day</i>                                 |
| Tues, Aug 16         | The President and the Media     | <ul style="list-style-type: none"> <li>• Cohen, Jeffrey. 2004. "If the News is So Bad, Why Are the Presidential Polls So High?" <i>Presidential Studies Quarterly</i> 34(3): 493-515.</li> </ul> <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>• Krosnick, Jon A. and Kinder, Donald R. 1990. "Altering the Foundations of Support for the President through Priming." <i>American Political Science Review</i>, 84(2): 497-512.</li> </ul>  |  |
| Wed, Aug 17          | The Psychological Presidency    | <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>• Lilienfeld, Scott O. et al. 2012. "Fearless Dominance and the U.S. Presidency: Implications of psychopathic personality traits for successful and unsuccessful political leadership." <i>Journal of Personality and Social Psychology</i> 103(3): 489-505.</li> <li>• Nichols, Curt. 2012. "The Presidential Ranking Game: Critical Review and Some New Discoveries." <i>Presidential Studies Quarterly</i> 42(2): 275-299.</li> <li>• Simonton, Dean Keith. 1993. "Putting the Best Leaders in the White House: Personality, Policy, and Performance." <i>Political Psychology</i> 14(3): 537-548.</li> </ul> | <b>Online Quiz #2 due by start of class</b>                                |
| <b>Thurs, Aug 18</b> | <b>Journal Article Workshop</b> |  | <b>LAST DAY TO SUBMIT JOURNAL ARTICLE SUMMARY WITH CHANCE TO RE-SUBMIT</b> |

|                      |  |   |  |
|----------------------|--|---|--|
| Week 4               |  |   |  |
| Mon, Aug 22          | <b>MIDTERM EXAM<br/>(Cumulative over all material<br/>Weeks 1-5)</b> | <ul style="list-style-type: none"> <li>• Closed Note</li> <li>• Bring: <ul style="list-style-type: none"> <li>○ Blue Book</li> <li>○ Scantron</li> <li>○ #2 pencil</li> </ul> </li> </ul>   |  |
| Tues, Aug 23         | The President's Office   | <ul style="list-style-type: none"> <li>• Cohen, David B. 2002. "From the Fabulous Baker Boys to the Master of Disaster: The White House Chief of Staff in the Reagan and G. H. W. Bush Administrations." <i>Presidential Studies Quarterly</i>, 32(3): 463-482.</li> </ul> <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>• Lizza, Ryan. March 2, 2009. "The Gatekeeper: Rahm Emanuel on the Job." <i>The New Yorker</i>. <b>NOT ELIGIBLE FOR JOURNAL ARTICLE SUMMARY</b></li> </ul>                   |  |
| Wed, Aug 24          | Presidential Decision-Making Part I                                  | <ul style="list-style-type: none"> <li>• Pfiffner, James P. 2009. "The Contemporary Presidency: Decision Making in the Bush White House." <i>Presidential Studies Quarterly</i> 39(2): 363-384.</li> <li>• Pfiffner, James P. 2011. "Decision Making in the Obama White House." <i>Presidential Studies Quarterly</i> 41(2): 244-262.</li> </ul>  |  |
| <b>Thurs, Aug 25</b> | <b>Journal Article Workshop</b>                                      |   |  |
| Week 5               |  |   |  |
| Mon, Aug 29          | Presidential Decision-Making Part II                                 | <ul style="list-style-type: none"> <li>• Marsh, Kevin. 2014. "Obama's surge: a bureaucratic politics analysis of the decision to order a troop surge in the Afghanistan war." <i>Foreign Policy Analysis</i> 10(3): 265-288.</li> </ul> <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>• Kassop, Nancy. 2013. "Rivals for Influence on Counterterrorism Policy: White House Political Staff Versus Executive Branch Legal Advisors." <i>Presidential Studies Quarterly</i>, 43(2): 252-273.</li> </ul> |  |

|                      |  |  |   |
|----------------------|--|--|---|
| Tues, Aug 30         | The President and Congress               | <ul style="list-style-type: none"> <li>Herrnson, Paul S., Irwin L. Morris, and John McTague. 2011. "The Impact of Presidential Campaigning for Congress on Presidential Support in the U.S. House of Representatives." <i>Legislative Studies Quarterly</i> 36(1): 99-122.</li> </ul>  | <i>Online Quiz #3 posted by end of day</i>  |
| <i>Wed, Aug 31</i>   | <i>Journal Article Workshop</i>          |  |   |
| <b>Thurs, Sept 1</b> | <b>NO CLASS (Boydston at conference)</b> |  |   |
| Week 6               |  |  |   |
| <b>Mon, Sept 5</b>   | <b>NO CLASS (Labor Day)</b>              |  |   |
| Tues, Sept 6         | The President and Foreign Policy Making  | <ul style="list-style-type: none"> <li>Overby, L. Marvin, Beth M. Henschen, Michael H. Walsh and Julie Strauss. 1992. "Courting Constituents? An Analysis of the Senate Confirmation Vote on Justice Clarence Thomas." <i>The American Political Science Review</i> 86(4): 997-1003.</li> <li>Glazier, Rebecca A. and Amber E. Boydston. 2012. "The President, the Press, and the War: A Tale of Two Framing Agendas." <i>Political Communication</i> 29(4): 428-446.</li> </ul> <p><b>Optional, in case you're interested:</b></p> <ul style="list-style-type: none"> <li>Canes-Wrone, Brandice, William G. Howell, and David E. Lewis. 2008. "Toward a Broader Understanding of Presidential Power: A Reevaluation of the Two Presidencies Thesis." <i>Journal of Politics</i> 70(1): 1-16.</li> </ul> | <b>Online Quiz #3 due by start of class</b> |
| <i>Wed, Sept 7</i>   | <i>Journal Article Workshop</i>          |  | <b>LAST DAY TO SUBMIT ARTICLE SUMMARY</b>   |
| <b>Thurs, Sept 8</b> | <b>FINAL EXAM (Cumulative)</b>           | <ul style="list-style-type: none"> <li><b>Closed Note</b></li> <li><b>Bring:</b> <ul style="list-style-type: none"> <li>○ <b>Blue Book</b></li> <li>○ <b>Scantron</b></li> <li>○ <b>#2 pencil</b></li> </ul> </li> </ul>   |   |