

The Presidency in the United States: Power, Politics, and Policy

Professor Malinda Elaine Lindquist

Meets Monday & Wednesday from 1:00pm-2:15pm in Humphrey 15

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Course Description:

This political history course explores the emergence, meaning, and evolution of the American presidency. Three major questions will animate our historical examination of the presidency. First, what are the powers of the president, how and why have those powers changed overtime, how have presidents exercised their power, and how has the reality and image of presidential power shaped the nation's civic life? Second, how as the nation's changing political landscape shaped the American presidency and how have politics and American political parties, two of the primary mechanisms of civic engagement, impacted the presidency? Third, how have presidents shaped policy, what is the relationship between power, politics, and policy, how have Presidents used power and politics to advance or derail policies? What do these policies reveal about presidential ethics and how and when do they create a national ethos? What is the relationship between this ethos and the civic imagination?

This course begins with the founding of the American presidency and runs through this current election season. We will devote most of our attention, however, to the presidencies of the late nineteenth and twentieth centuries. We will briefly explore the rise and evolution of American democracy, presidential power, politics, and policy from Washington to James Buchanan. From there we will move to in-depth explorations of the candidacies, presidencies, and civic and ethical legacies of a select number of presidencies, namely Lincoln, McKinley, Theodore Roosevelt, Wilson, Franklin Roosevelt, Truman, Eisenhower, Johnson, Nixon, Reagan, Clinton, and the 21st century presidencies of Bush and Obama.

We embark on this historical journey during the 2020 election season. When the course begins, we will be in the final weeks of the campaign season. By the course's midpoint, the nation will its results. Presidential elections and the debates surrounding them are central to American civic life. Throughout the semester, students will explore how they personally are engaging in these political processes and they will interact with and interview friends across the political spectrum about their own civic lives, their understanding of the national ethos, and the political and policy concerns (largely driven by underlying ethical assumptions) that are informing their electoral decisions. Students will also pay close attention to how the presidential contenders, reporters, pundits, and the public invoke history and prior races and presidencies in ways that connect this race to the civic and ethical legacies of earlier presidencies.

Liberal Education at the University of Minnesota

At the University of Minnesota, Liberal Education courses invite students to investigate the world from new perspectives, learn new ways of thinking that will be useful in many areas of life, and grow as critical thinkers and lifelong learners. Students in this course will have an opportunity to consider timely and engaging questions in all of their complexity; reflect on the ethical implications of presidential actions and their own civic life; discuss and debate; evaluate established opinion and formulate new opinions; have their opinions respectfully challenged and respectfully challenge the opinions of others; and connect what they are learning to their own lives and to the world around them. Students will have a sustained opportunity to engage in difficult debates around moral, legal, and ethical issues that require critical inquiry from a variety of perspectives. Through the **Historical Perspectives Core** you will explore how historical knowledge is constructed through a deep exploration of primary sources that will be examined both in small and large group conversations as well as by learning how to write like an historian and to write in ways that are informed by historical thinking. Through the **Civic Life and Ethic Theme** students will have an opportunity to explore the social construction of ethics through the life and legacy of the American Presidency. You will also consider how this ethos influences civic life and how civic life and public engagement shapes politics, policy, and the American presidency. Civic life and ethics are not static concepts, rather their meanings have evolved and been debated throughout the nation's history. Moreover, presidential power, politics and policy offer excellent prisms for meeting the broad exploratory requirements of the **Liberal Education** curriculum as well as the specific requirements of the **Historical Perspectives Core** and the **Civic Life and Ethics Theme**.

Historical Perspectives

This class fulfills the University's **Historical Perspectives Core** requirement by surveying a critical decade in American and world history; introducing students to historical methods; and engaging students in analyzing and interpreting primary sources.

- The course examines the American Presidency from the nation's founding up through the current presidency and election year debates.
- The course introduces and critically assesses methods and concepts employed in producing historical knowledge. Students will enjoy a deep introduction to both the critical historiography of presidential power, politics and policy as well as contemporary debates around these issues. Students will explore, analyze, and interpret a range of primary sources through an intensive introduction to primary sources available through the digitally accessible presidential paper collections. Students will consider how others have used those sources to produce knowledge and they will engage deeply with primary and secondary sources in order to produce historical knowledge about the presidency as well as questions of power, politics and policy.
- Students work with primary sources themselves, learning how to do the interpretive work that makes meaning out of historical materials. Students will examine these sources through the course readings, course discussion, and in their written and produced assignments.
- Students evaluate the uses and the limitations of primary sources and the historiography in conversation with their colleagues, through weekly response

- papers, and through a series of projects that require students to think about historical and contemporary representations of the presidency and presidential power, politics, and policy.
- The course considers how the questions we ask and the sources available to us shape our knowledge of the past and our understanding of its significance during different historical moments, up to and including the current presidential election.

Civic Life and Ethics Theme

This course fulfills the University's **Civic Life and Ethics Theme** by presenting and defining ethics and the role of ethics in civic life; exploring how the ethical principles of a society or societies have been derived and developed through group processes, and debated in various arenas; encouraging students to develop, defend, or challenge their personal values and beliefs as they relate to their lives as residents of the United States and members of a global society; and providing students with concrete opportunities to identify and apply their knowledge of ethics.

- This course encourages students to examine and define the complicated nexus between presidential leadership, political power and national policy in the formation, construction, and evolution of civic life and ethics in the nation's culture and in peoples' daily lives. Presidential initiatives and policies, are always bound up with a set of underlying assumptions that speak to the ethical standards of the leader and the period. Presidents signal through their uses and abuses of power, through their policy priorities, and through their political practices a set of ethics and those ethics help to shape the contours of civic life, especially in terms of who falls within or outside of the nation and what constitutes justice and justness within and outside of the nation. At the same time, presidential power is shaped and constrained by the civic life of the people.
- Civic life, at its base, is a product of "the people." Presidents are beholden to "the people" who elected them, at the same time, Presidents shape policies that have expanded and diminished who "the people" were. Students will engage with shifting ethical standards as well as the complicated nature of civic life, such as who has and has not been recognized as a participant in civic life. Notions of inclusion and exclusion with respect to "the people" have changed considerably over the centuries and each of these debates were grounded in evolving ethical assumptions.
- This course examines how national leaders developed, debated, and disseminated a democratic, republican ethos in a nation built on colonialism, the transatlantic slave trade, and imperialism. Ethics involve the construction and presumption of good and bad, right and wrong, just and unjust. The major questions and themes of this course provide a window into the ambiguities inherent in these seemingly simple dichotomies. How did presidents wrestle with these tensions? How did presidential power and policy, both in its absence and its presence, shape civic expectations and life at the state and local level? Weekly readings will provide students with concrete opportunities to identify and apply their knowledge of ethics both historically and in the contexts of more contemporary politics.
- This course encourages students to understand how presidents, alongside their allies, enemies, and "the people" developed, defended, and challenged beliefs as they related to power (presidential, corporate, racial, etc). It likewise encourages students

to develop, defend, and challenge their personal values and beliefs as they relate to the ethics underlying these different visions of politics and power. Since these are issues of historic and contemporary concern, students work their way through a range of course materials that wrestle with the historical and contemporary implications of these fundamental questions. Likewise, students will have an opportunity to use their knowledge to think critically about how civic life and ethics can be reimagined and transformed in their lifetimes.

Writing and Reading in History:

Writing is at the very heart of the historical tradition. Historians write their way towards deciphering the past. Words are central to our ability to craft and answer questions, to frame and reframe arguments, and to participate in and generate new debates about the past and, at times, about the past's implications on the present and the future. Writing (and reading, understanding, and analyzing good writing) is comprehensively integrated throughout this course. Students completing this course will have a clearer understanding about the value of writing in the historical tradition. You will leave with a set of reading and writing skills that will serve you well as you move through our academic career and out into the wider world.

These skills will not come easily. Writing, in particular, is hard, messy, tedious, exhausting, exhilarating, profound, creative work. Writing is among the most challenging and rewarding endeavors. There will be moments where the challenges will appear to far outweigh the rewards, and you are likely to experience growth in fits and starts. This is normal. Luckily you have joined the ranks of the historians so you are less prone to let today's challenges obscure what you will come to see as the long-term benefits and deep value of this work to your academic, personal, and professional development.

This course takes special care to introduce students to a range of history writing and encourages students to practice historical thinking through a series of weekly response papers, as well as a primary source analysis paper and other critical review assignments. Specifically, students will have opportunities to engage with the historiography and explore primary sources through their writing.

Equally important to the work of history is reading, the reading of 'primary documents,' of other historians' writings, of textbooks, books, articles, images, films, photographs, objects, letters, novels, autobiographies, memoirs, diaries, travelogues – of texts.

Most likely, you think of the reading you associate with the University, your courses, requirements and your academic career as work, hard work, as a duty. Most of that kind of reading is 'instrumental': reading is necessary to the acquisition of a specific kind of knowledge in which the gesture of reading vanishes beneath the act of learning. And there is certainly some pleasure and accomplishment in that.

"Has it never happened," though, Roland Barthes asks, that "as you were reading a book, [...] you kept stopping as you read, not because you weren't interested, but because you were: because of a flow of ideas, stimuli, associations? In a word, haven't you ever happened to read while looking up from your book? ... such reading [is] at once insolent in that it interrupts the text, and **smitten** in that it keeps returning to it and feeding on it ..."¹

What is the text we write in our head when we look up from the page? We are going to try to return to that sense of being **smitten** that Barthes invokes, to the idea of desire and pleasure in reading: the pleasure in words and in concepts; the draw of narration fueled by suspense

¹ Roland Barthes, "Writing Reading," in *The Rustle of Language* (Berkeley, University of California Press: 1989): 29, 30.

and discovery; and, hopefully, to the power of reading to compel a desire to think through our own writing.

We will thus read – and establish a practice of reading closely – for content and for form and composition, for context and for what makes a text legible, for the discovery of new thought both in the author and in ourselves, for new concepts and words ... and for the writing reading might prompt.

This course fulfills the following Student Learning Outcome:

1. **Can Communicate Effectively:** Since effective communication is an important attribute of many American presidents, students will have multiple opportunities over the semester to reflect on the communication styles and practices of the people we are studying and to consider their context, effectiveness, and purpose. Through in-class discussions, presentations, and writing assignments -- reading responses, reflective journaling, primary source analysis and thematic papers -- students will continue to develop their communication skills. They will receive feedback about their use and analysis of primary and secondary source materials and about the clarity, persuasiveness, and effectiveness of their oral and written assignments.

Class Time: 45% Lecture, 45% Discussions, 10% Film.

Work Load: Approximately 100 pages reading per week, reading response papers, reflective journaling, annotated bibliography assignment, and thematic essay.

Grade Breakdown: 30% Participation, 70% Writing.

Student Responsibilities, Assignments, and Grading:

1. **Active Participation (30%).** Your primary responsibilities in this class are to engage the readings, attend all classes, and actively participate in class discussions. If you successfully complete this mission, this class will be a lot of fun, you and your colleagues will learn a great deal from each other, and you will be handsomely rewarded. Missing more than 4 classes will result in the loss of a full letter grade. Missing more than 6 classes will result in an automatic fail. (30%)

	Strong Work (2)	Needs Development (1)	Unsatisfactory (0)
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students;	Comments sometimes irrelevant, betray lack of preparation, or indicate lack	Comments reflect little understanding of either the assignment or previous remarks in seminar

	and insights about assigned material	of attention to previous remarks of other students	
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is "tuned out"	Seldom participates and is generally not engaged

Source: <http://www1.villanova.edu/villanova/artsci/acsp/resources/rubric.html>

2. Weekly Reading Response Papers (20%). These response papers should be 2 pages (double-spaced, 12 pt font, 1" margins). Each week you will be responsible for reading and analyzing a variety of primary and secondary sources. The purpose of the response paper is to help you organize your thoughts, opinions, and questions about the weekly readings. These response papers should function in at least four ways for you. First, by very briefly summarizing the main arguments of the reading (primary and secondary), it will ensure that you truly understand what the authors are arguing. Second, by critiquing and interrogating the authors' understanding of civic life and the ethics undergirding presidential power, politics, or policy, it will allow you to gauge how these ideas are changing overtime. Third, the response paper will serve as a valuable guide and help to facilitate the course discussion. Fourth, these response papers will serve as a guide for both the annotated bibliography and thematic essay due later in the semester. You should reflect on the themes, issues, questions raised in the week's readings in a clear, articulate manner. Grammar and style count, but content rules.

You are required to complete six (6) response papers by the end of the semester.

Due Dates:

Every Wednesday at the start of class or any day with assigned readings. Plan accordingly.

3. 2020 Election/Presidential Journal Reflections (20%). This is an incredible moment in the nation's electoral history. You will no doubt find yourselves simultaneously immersed in both historical and contemporary presidential debates. Your journal is a place for you to think more about the current political moment, the candidates, the campaigns, the debates, media coverage, and the candidates' and campaigns' deployments of history to make their case to the nation. With each entry you will reflect on how your personal understanding of civic life and ethics is evolving and you will consider both are more broadly evident throughout the electoral process. You will also consider how the past is used by the candidates and their surrogates to frame the present moment and anticipate a particular future. By the end of this semester, voters will have chosen the next president. Your journal is a place for you to reflect on the present presidential moment and issues of power, policy, and politics. These journals will be due in the days following major events in the 2020 election cycle.

You are required to complete three (7) journal reflections by the end of the semester.

Due Dates:

1. September 14th (Mon), First Thoughts
 2. September 28th (Mon), Major Questions
 3. October 5th (Mon), First Presidential Debate, Tuesday, Sept. 29th
 4. October 12th, VP Debate, Wednesday, Oct. 7th
 5. October 19th (Mon), Second Presidential Debate, Thursday, Oct. 15th
 6. October 26th (Mon), Third Presidential Debate, Thursday, Oct 22nd
 7. November 4th (Wed), following the election, Tuesday, November 3rd
 8. November 16th (Mon), upon further reflection
 9. November 23th (Mon), following the Thanksgiving Break
 10. December 7th (Mon), final reflections on the 2020 election in historical context
4. **Annotated Bibliography Assignment (15%).** Students will be responsible for identifying and explaining how they plan to use a variety of primary sources and secondary sources to support and advance the arguments in their final thematic essay. Each entry in an annotated bibliography will describe the relevance of the source to the paper. The purpose of the annotation is to demonstrate the significance of each source and to begin to lay out exactly how each source will be used and/or critically evaluated in the final thematic paper. Each annotation should be approximately 150-200 words long.

Minimum of 3 primary and 3 secondary sources

Due Date: Wednesday, November 18th by midnight

5. **Thematic Essay (15%)** Students will write a thesis-driven paper on one of the course's major thematic areas or questions—power, politics, policy, civic life, democracy, war, race, gender, class, media, foreign policy, etc. While this assignment requires students to grapple deeply with one theme, a strong paper will necessarily put the chosen theme in conversation with some combination of several other important course themes. This essay must have a thesis and appropriately cite course readings (several primary and secondary sources), lectures, and discussions.

6-8 page paper

Description of Final Paper due Wednesday, November 4th at the beginning of class

Annotated Bibliography due Wednesday, November 18th by midnight

Final Papers due Friday, December 4th by midnight

Lecture, Reading, and Discussion Schedule

Week One: Introduction to the Course (Sept 9)

Wed Syllabus, Expectations, & Assignments

Discussion

What we know? How we know it? What we want to learn?
Major issues in Presidential History
Major issues in the 2020 Presidential Campaigns/Presidency
Civic Life and Ethics in the Era of Trump

Explore the following presidential websites this week (share findings next week):

The American President: A Reference Resource:

<http://millercenter.org/president>

(Most assigned primary sources can be found on this website.)

The American Presidency Project (APP):

<http://www.presidency.ucsb.edu/>

(If it's not on the Miller page, type in key words and check here. This is also a great resource for finding additional primary sources of interest.)

The **Living Room** Candidate: Presidential Campaign Commercials (1952-2012):

<http://www.livingroomcandidate.org/>

(Once we get to the television age, this website becomes very interesting.)

The American President: Life Portraits on **C-SPAN**:

<https://www.c-span.org/series/?presidents>

Week Two: The Rise of American Democracy (Sept 14/16)

Mon ***Lecture: The Origins of the American Presidency***

Primary Source Readings

The Constitution:

http://www.archives.gov/exhibits/charters/constitution_transcript.html

George Washington, Inaugural Addresses (April 30, 1789)

George Washington, Second Inaugural Addresses (March 4, 1793)

Secondary Sources

Glenn Phelps, "George Washington and the Founding of the Presidency," *Presidential Studies Quarterly* 17/2 (Spring 1987): 345-363.

Jill Lepore, "The Speech: Have Inaugural Addresses been getting worse?" *The New Yorker* (January 12, 2009). Available online at:
<http://www.newyorker.com/magazine/2009/01/12/the-speech>

Wed

Lecture: From Washington to Jefferson

Primary Source Readings

Thomas Jefferson, First Inaugural Address (March 4, 1801)
 Thomas Jefferson, Special Message to Congress on Indian Policy (1/18/03)
 Thomas Jefferson, Second Inaugural Address (March 4, 1805)
 Thomas Jefferson, Address to the Wolf and the People...(12/20/06)

Secondary Sources

Ronald L. Nelson, "The Louisiana Purchase, Thomas Jefferson, and American Constitutionalism," *White House Studies* 6/2 (2006): 197-214.

Christian Keller, "Philanthropy Betrayed: Thomas Jefferson, the Louisiana Purchase, and the Origins of Federal Indian Removal Policy," *Proceedings of the American Philosophical Society* 144/1 (March 2000): 39-66.

Week Three The Age of Jackson: Democracy, Colonialism, and Dissolution
 (Sept 21/23)

Mon

Lecture

Wed

Discussion of the Readings

Primary Sources

Andrew Jackson, First Inaugural Address (March 4, 1829)
 Andrew Jackson, Message Regarding Indian Relations (Feb 22, 1831)
 Andrew Jackson, Nullification Proclamation (December 10, 1832)
 Andrew Jackson, Second Inaugural Address (March 4, 1833)
 Andrew Jackson, Farewell Address (March 4, 1837)

Secondary Sources:

Mary Stuckey, "Land, Citizenship, and National Identity in Jackson's America," in *Defining Americans*, 21-60.

Roxanne Dunbar-Ortiz, "The Last of the Mohicans and Andrew Jackson's White Republic," in *An Indigenous Peoples' History of the United States*, 95-116.

Matthew Brogdon, "Defending the Union: Andrew Jackson's Nullification

Proclamation and American Federalism,” *Review of Politics* 72/2 (Spring 2011): 245-273.

Nancy Isenberg, “Andrew Jackson’s Cracker Country: The Squatter as Common Man,” in *White Trash: The 400-Year Untold History of Class in America*, 105-134.

Week Four: A Nation Divided: Lincoln, Davis, and the Civil Wars

(Sept 28/30)

Mon *Lecture*

Wed *Discussion of the Readings*

Primary Sources

Lincoln, “A House Divided” (June 16, 1858)

Lincoln, Cooper Union Address (February 27, 1860)

Lincoln, First Inaugural Address (March 4, 1861)

Lincoln, Emancipation Proclamation (January 1, 1863)

Gettysburg Address (November 19, 1863)

Lincoln, Second Inaugural Addresses (March 4, 1865)

Secondary Sources

Richard J. Carwardine, “Lincoln as Leader: The Visible Hand of the Presidency,” in *The War Worth Fighting: Abraham Lincoln’s Presidency and Civil War America*, 153-172.

Eric Foner, “The Emancipation of Lincoln,” in *Exploring Lincoln: Great Historians Reappraise Our Greatest President*, 146-162.

Frank Williams, “Abraham Lincoln and Civil Liberties: Then and Now,” in *Lincoln Revisited*, 251-278.

Nancy Isenberg, “Cowards, Poltroons, and Mudsills: The Civil War as Class Warfare,” in *White Trash: The 400-Year Untold History of Class in America*, 154-173.

Sean Wilentz, “Democracy at Gettysburg” in *The Gettysburg Address: Perspectives on Lincoln’s Greatest Speech*, 51-71.

Sidney Milkis and Daniel Tichenor, “Reform’s Mating Dance: Presidents, Social Movements, and Racial Realignments,” *Journal of Policy History* 23/4 (2011): 451-490. [First 20 pages only]

Week Five: McKinley & Roosevelt: Empire, Progressivism and Executive Authority
(Oct 5/7)

Mon *Lecture*

Wed *Discussion of the Readings*

Primary Sources

McKinley, Message Regarding Relief of Americans in Cuba (May 17, 1897)

McKinley, Message Regarding Cuban Civil War (April 11, 1898)

McKinley, Second Annual Message (December 5, 1898)

Roosevelt, First Annual Message (December 3, 1901)

Roosevelt, Message Regarding US-Cuban Relations (June 13, 1902)

Roosevelt, Inaugural Address (March 4, 1905)

Roosevelt, Message Regarding the Panama Canal (January 8, 1906)

Secondary Sources

Nick Kapur, "William McKinley's Values and the Origins of the Spanish-American War: A Reinterpretation," *Presidential Studies Quarterly* 41/1 (March 2011): 18-38.

Gary Gerstle, "Theodore Roosevelt and the Divided Character of American Nationalism," *Journal of American History* 86/3 (December 1999): 1280-1307.

Graham G. Dodds, "Theodore Roosevelt and the Rise of Unilateral Presidential Directives," in *Take Up Your Pen: Unilateral Presidential Directives in American Politics*, 120-151.

Arnaldo Testi, "The Gender of Reform Politics: Theodore Roosevelt and the Culture of Masculinity," *Journal of American History* 81/4: 1509-1533.

David Greenberg, "Theodore Roosevelt and the image of presidential activism," *Social Research* 78/4 (Winter 2011): 1057-

Week Six: Wilson: Reform at Home and Abroad and the Resurgence of Conservatism
(Oct 12/14)

Mon *Lecture*

Wed *Discussion of the Readings*

Primary Sources

Wilson, Message on Neutrality (August 20, 1914)

Wilson, Message Regarding Women's Suffrage (September 8, 1916)

Wilson, "A World League for Peace" Speech (January 22, 1917)

Wilson, "Address to Congress Requesting a Declaration of War Against

Germany (April 2, 1917)
 Wilson, Wilson's Fourteen Points (January 8, 1918)
 Wilson, Message Regarding World War I (April 16, 1917)

Secondary Sources

Kenneth Ross, "Woodrow Wilson, World War I, and American National Security," *Diplomatic History* 25/1 (2001): 1-32.

Andrew Polsky, "Waging War to Transform the World: Woodrow Wilson," in *Elusive Victories: The American Presidency at War*, 83-132.

Stephen Ponder, *Managing the Press: Origins of the Media Presidency, 1897-1933*, 77-108.

Michael Dennis, "Looking Backward: Woodrow Wilson, the New South, and the Question of Race" *American Nineteenth Century History* 3/1 (2002): 77-104.

Week Seven: The Presidency from Depression to New Deal to World War
 (Oct 19/21)

Mon ***Lecture***

Wed ***Discussion of the Readings***

Primary Sources

FDR, First Inaugural Address, (March 4, 1933)
 FDR, Address to Congress Requesting a Declaration of War (December 8, 1941)
 FDR, State of the Union (Four Freedoms) (January 6, 1941)
 Fireside Chats (Choose two)
 Truman, Statement by the President Announcing the Use of the A-Bomb at Hiroshima (August 6, 1945)

Secondary Sources

Derek Webb, "The Natural Rights Liberalism of Franklin Delano Roosevelt: Economic Rights and the American Constitutional Tradition," *American Journal of Legal History* 55/3 (2015): 313-346.

Kevin McMahon, "A Constitutional Purge: Southern Democracy, Lynch Law, and the Roosevelt Justice Department," in *Reconsidering Roosevelt on Race*, 144-177.

Barton Bernstein, "Eclipsed by Hiroshima and Nagasaki," *International Security* 15/4 (Spring 1991): 149-173.

Gar Alperovtitz, Robert Messer, and Barton Bernstein, "Marshall, Truman, and the Decision to drop the bomb," *International Security* 16/3 (1991): 204-222.

Optional Readings:

Samuel Walker, "Recent Literature on Truman's Atomic Bomb Decision: A Search for Middle Ground," *Diplomatic History* 29/2 (2005): 311-334.

Barton Bernstein, "Writing, Righting, and Wronging the Historical Record: President Truman's Letter on His Atomic-Bomb Decision," *Diplomatic History* 16/1 (1992): 163-173.

Week Eight: The Cold War Presidency: Truman and Eisenhower
(Oct 26/28)

Mon *Lecture*

Wed *Discussion of the Readings*

Primary Sources

Truman, Truman Doctrine (March 12, 1947)

Truman, Address before the NAACP (June 29, 1947)

Truman, On the Veto of the Taft Hartley Bill (June 20, 1947)

Truman, Report to the American People on Korea (April 11, 1951)

Eisenhower, Atoms for Peace (December 8, 1953)

Eisenhower, Eisenhower Doctrine, (January 5, 1957)

Eisenhower, Farewell Address (January 17, 1961)

Secondary Sources

Arnold Offner, "Presidential Address: 'Another Such Victory': President Truman, American Foreign Policy, and the Cold War" *Diplomatic History* 23/2 (Spring 1999): 127-155.

Elizabeth Edwards Spaulding, "We Must Put on the Armor of God": Harry Truman and the Cold War," in *Religion and the American Presidency*, 95-118.

William I. Hitchcock, "Ike's World: In Search of Ideology in the Eisenhower Presidency," in *Recapturing the Oval Office*, 13-33.

Mary Stuckey, "Citizenship Contained: Domesticating God, Family, and Country During the Eisenhower years" in *Defining Americans*, 243-287.

Russell Riley, "Race Returns to Center Stage: The Eisenhower Years," in *The Presidency and the Politics of Racial Inequality: Nation-Keeping from 1831-1965*, 175-200.

Week Nine: 2020 Election...Finally!!

(Nov 2/4)

Mon Political Participation Day (NO CLASS)

Wed Post-Election Conversation
Readings: Acceptance and Concession Speeches

Statement Describing Final Paper Topic Due

Week Ten: Kennedy, Johnson, Great Society and the Vietnam Wars

(Nov 9/Nov 11)

Mon ***Lecture***

Wed ***Discussion of the Readings***

Primary Sources

Living Room Candidate (JFK/Nixon)
JFK, Inaugural Address (January 20, 1961)
JFK, President and the Press (April 27, 1961)
JFK, Address on the Buildup of Arm in Cuba (October 22, 1962)
JFK, Address on Civil Rights (June 11, 1963)
JFK, Ich bin ein Berliner Speech (June 26, 1963)
Johnson, Remarks at Gettysburg on Civil Rights (May 30, 1963)
Living Room Candidate (Johnson/Goldwater)
Johnson, Report on the Gulf of Tonkin Incident (August 4, 1964)
Johnson, Remarks on Vietnam at Syracuse University (August 5, 1964)
Johnson, Speech Before Congress on Voting Rights (March 15, 1965)
Johnson, Remarks at Howard University Commencement (June 4, 1965)
Johnson, Speech to the Nation on Civil Disorders (July 27, 1967)
Johnson, Speech on Vietnam (September 29, 1967)
Johnson, A Conversation with President Lyndon Johnson (Dec 19, 1967)

Secondary Sources

Dean Kotlowski, "With All Deliberate Delay: Kennedy, Johnson, and School Desegregation," *Journal of Policy History* 17/2 (2005): 155-192.

Randall Woods, "The Politics of Idealism: Lyndon Johnson, Civil Rights, and Vietnam," *Diplomatic History* 31/1 (2007): 1-18.

Sidney Milkis, "The modern presidency, social movements, and the administrative state: Lyndon Johnson and the civil rights movement," in *Race and American Political Development*, 256-287.

Robert Dallek, "Presidential Address: Lyndon Johnson and Vietnam: The Making of a Tragedy," *Diplomatic History* 20/2 (Spring 1996): 147-162.

Elizabeth Hinton, "A War Within Our Own Boundaries: Lyndon Johnson's Great Society and the Rise of the Carceral State," *Journal of American History* 102/1 (June 2015): 100-112.

Elizabeth Shermer, "Origins of the Conservative Ascendancy: Barry Goldwater's Early Senate Career and the De-legitimization of Organized Labor," *JAH* 95/3 (Dec 2008): 678-709.

Week Eleven: From Nixon's Impeachment to Reagan's Revolutions

(Nov 16/18)

Mon *Lecture*

Wed *Discussion*

Primary Sources

Living Room Candidate (1968-1984)

Nixon, Address to the Nation on the War in Vietnam (Nov 3, 1969)

Nixon, Address to the Nation About Watergate Investigations (April 1973)

Nixon, Address to the Nation About Watergate Investigations (Aug. 1973)

Nixon, Address on the Decision to Resign (August 8, 1974)

Nixon, Remarks on Being Reelected to the Presidency (Nov 7, 1972)

Carter, "Crisis of Confidence" Speech (July 15, 1979)

Reagan, A Time for Choosing, 1964

Reagan, "A Time for Choosing" (October 27, 1964)

Reagan, Speech at Conservative Political Action Conference (Feb 1983)

Reagan, "Evil Empire" Speech (March 8, 1983)

Reagan, Address from the Brandenburg Gate (June 12, 1987)

Reagan, Address to the Nation on Iran-Contra (March 4, 1987)

Reagan, Speech on Foreign Policy (December 16, 1988)

Living Room Candidate (Reagan's Campaigns)

Secondary Sources

Ian Haney-Lopez, "The GOP's Rise as 'the White Man's Party,'" in *Dog Whistle Politics*, 13-34.

Kevin Yuill, "Another Take on the Nixon Presidency: The First Therapeutic President?" *Journal of Policy History* 21/2 (2009): 138-162.

Daniel Williams, "The GOP's Abortion Strategy: Why Pro-Choice Republicans Became Pro-Life in the 1970s," *Journal of Policy History* 23/4 (2011): 513-539.

Hugh Davis Graham, "Women, the Nixon Administration, and the Equal Rights Amendment," in *Civil Rights and the Presidency: Race and Gender in American Politics, 1960-1972*, 189-203.

Joan Hoff, "A Revisionist Looks at Nixon's Foreign Policy," *Presidential Studies Quarterly* 26/1 (Jan 1996): 107-129.

Marisa Chappell, "Reagan's 'Gender Gap' Strategy and the Limitation of Free-Market Feminism," *Journal of Policy History* 24/1 (2012): 115-134.

Chester Pach, "The Reagan Doctrine: Principle, Pragmatism, and Policy," *Presidential Studies Quarterly* 36/1 (March 2006): 75-89.

Hugh Heclo, "The Mixed Legacies of Ronald Reagan," *Presidential Studies Quarterly* 38/4 (2008): 555-574.

James Pfiffner, "The paradox of president Reagan's leadership," *Presidential Studies Quarterly* 43/1 (March 2013): 81-101.

Thomas Maddux, "Ronald Reagan and the Task Force on Immigration, 1981," *Pacific Historical Review* 74/2 (May 2005): 195-236.

Ian Haney-Lopez, "The Wreaking Begins: Reagan," in *Dog Whistle Politics*, 55-75.

Week Twelve: Research Week

(Nov 23/25)

Annotated Bibliography Due Nov. 25th by midnight

Week Thirteen: The Presidency Before and After 9/11

(Nov 30/ Dec 2)

Mon *Lecture*

Wed *Discussion of the Readings*

Primary Sources

Contract with America, 1994

Clinton, Remarks on the Signing of NAFTA (December 8, 1993)

Clinton, Address on Affirmative Act (July 19, 1995)

Clinton, Address on Race Relations (October 16, 1995)

Clinton, State on his testimony before the Grand Jury (August 17, 1998)

Bush, Address to the Nation on the Terrorist Attacks, (Sept 11, 2001)

Bush, Remark on No Child Left Behind Bill (January 8, 2002)

Bush, Address to the Nation on the Dept of Homeland Security (June 2002)

Bush, Address to the Nation on Iraq (March 17, 2003)

Bush, Remarks on Freedom in Iraq and the Middle East (November 6, 2003)

Bush, Address on Military Operation in Iraq (January 10, 2007)

Bush, Speech on Comprehensive Immigration Reform (April 9, 2007)

Bush, Remarks on the War on Terror (March 19, 2008)

Living Room Candidate (Clinton and Bush)

Secondary Sources

Frederick Hess, “Why LBJ is smiling: the Bush Administration, ‘compassionate conservatism,’ and No Child Left Behind” in *Building Coalitions, Making Policy: The Politics of the Clinton, Bush, and Obama Presidencies*.

Dan Tichenor, “Splitting the coalition: the political perils and opportunities of immigration reform” in *Building Coalitions, Making Policy: The Politics of the Clinton, Bush, and Obama Presidencies*.

Ian Haney-Lopez, “Shifting the Tune: Clinton and W.” *Dog Whistle Politics*, 105-126.

Douglas Kellner, “Bushspeak and the Politics of Lying: Presidential Rhetoric and the ‘War on Terror,’” *Presidential Studies Quarterly* 37/4 (Dec 2007): 622.

Week Fourteen: Breaking Barriers: Race, Class, and Gender in the White House
(Dec 7/9)

Mon

Discussion: The Obama Years

Primary Sources

Obama, A More Perfect Union, 2004 convention address (find this)

Obama, Inaugural Address (January 20, 2009)

Obama, Speech on Health Care Reform (March 15, 2010)

Obama, Remarks on the Death of Osama Bin Laden (May 1, 2011)

Obama, Remarks on Sandy Hook Elementary Shootings (Dec 16, 2012)

Obama, Remarks on Immigration Reform (January 29, 2013)

Obama, Remarks on Trayvon Martin (July 13, 2013)

Obama, Remarks on Education and Economy (July 24, 2013)

Obama, Address to the Nation on Syria (September 10, 2013)

Obama, Address to the Nation on Immigration (November 20, 2014)

Obama, Remarks to the People of Cuba (March 22, 2016)

Obama, Dallas Memorial for Slain Police Officers, 2016

Secondary Sources

Christina Greer, “African-American candidates for the presidency and the foundation of black politics in the twenty-first century,” *Politics, Groups, and Identities* (July 2015): 1-14.

Randall Kennedy, “Addressing Race ‘the Obama Way,’” in *The Persistence of the Color Line*, 224-239.

Michael Eric Dyson, “Dying to Speak of Race: Policing Black America,” in *The Black Presidency: Barack Obama and the Politics of Race in America*, 188-218.

Elizabeth Losh, "Channelling Obama: YouTube, Flickr, and the Social Media President," *Comparative American Studies* 10/2-3 (August 2012): 255-268.

Wed ***Discussion: Women Running for President***

Primary Sources

Living Room Candidate (Clinton/Trump)

Secondary Sources

Ellen Fitzpatrick, "Shirley Chisholm 'Shake It Up, Make It Change,'" in *The Highest Glass Ceiling: Women Quest for the American Presidency*, 145-224.

Stacie Taranto, "Ellen McCormack for President: Politics and Improbable Path to Passing Anti-Abortion Policy," *Journal of Policy History* 24/2 (2012): 263-287.

Farida Jalalzai, "Madam President: Gender, Power, and the Comparative Presidency," *Journal of Women, Politics, and Policy* 31/2 (April 2010): 135-162.

Read at least two (2) articles from the website: Presidential Gender Watch 2016 <http://presidentialgenderwatch.org/tag/masculinity/>

Week Fifteen: Election 2020
(Dec 14)

Mon Workshop and share highlights from Thematic Essays

Discussion: What can the next president learn from the past?

Final Papers Due by Email Friday, December 16th by midnight.

Happy Winter Break!!

Components of the Essay

1. All essays must have a title.
2. All essays should consist of an introduction, a body (several distinct paragraphs that use different sorts of evidence to sustain your argument) and a conclusion.
3. All essays must use Chicago Style footnotes.
4. Your introduction should provide a snapshot of the essay and highlight your argument. Your historical argument or thesis statement is the heart of the paper. Each paragraph should marshal evidence to support some aspect of the thesis statement that is offered in your introductory paragraph. I suggest you write the introduction after you have a clear sense of the range of evidence you will use in your paper.
5. Your conclusion should summarize your main argument and suggest further research questions.
6. All paragraphs should begin with a strong topic sentence that supports and builds on your thesis statement.
7. Students should use quotations as evidence to substantiate their arguments. Each paper should include at least four but not more than eight quotes. Try not to quote things that you can easily paraphrase in your own words. Avoid block quotes.
8. Properly cite those portions of the text that you are paraphrasing.
9. All quotations need to be introduced and explained. (Thomas Jefferson asserts, "QUOTE.")
10. Paragraphs should neither end nor begin with a quotation.
11. Students should avoid using the word "I".
12. Since this is a history class, students should generally write in the past tense.
13. Avoid passive constructions and avoid the verbs "was" and "were." Use active verbs.
14. Have a writing tutor or friend read your paper before you submit it.
15. Do NOT submit your first draft.
16. These papers do not require any outside research, but in the event that you reference additional sources not assigned in this class, make sure to cite them appropriately.
17. Plagiarism will result in an automatic failure on this assignment.

Standard Statement on Course Requirements

1. The two major grading systems used are the A-F and S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. The instructor will specify criteria and achievement levels required for each grade. All students, regardless of the system used, will be expected to do all work assigned in the course, or its equivalent as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an "Incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for makeup work, if it is to be allowed. "I" grades will automatically lapse to "F" at the end of the next semester of a student's registration, unless an instructor agrees to submit a change of grade for a student during a subsequent semester to maintain the grade as an "I".
3. Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Dispute Resolution Center (SDRC) in 321 CMU (625-5900) for assistance.
4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.
5. A student is not permitted to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities will be afforded to all students.
6. Scholastic misconduct is broadly defined as "any act that violates the right of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes, (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work."
7. Students with disabilities that affect their ability to participate fully in class or to meet all course requirements are encouraged to bring this to the attention of the instructor so that appropriate accommodations can be arranged. Further information is available from Disabilities Services (30 Nicholson Hall).
8. University policy prohibits sexual harassment as defined in the December 1998 policy statement, available at the Office of Equal Opportunity and Affirmative Action. Questions or concerns about sexual harassment should be directed to this office, located in 419 Morrill Hall. Please contact us at 625-5900 for more information on the above services, or to find out if any would be helpful in solving your problem.