



### III. Statement of Course Need

- A. This course is being offered specifically for the presidential election year of 2016, for general interest and information, especially since an increasing number of voters are unfamiliar with the president's powers and manner of election. It is also a typical political science offering in most four-year programs, and could become a permanent part of the College's social science offerings.
- B. No lab components.
- C. The course transfers to most four-year institutions.
  - 1. This course generally transfers as a political science general education course (pending).
  - 2. This course generally transfers as political science program elective.

### IV. Place of Course in College Curriculum

- A. Free Elective
- B. This course meets a General Education requirement in Social Science (pending).
- C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, [www.njtransfer.org](http://www.njtransfer.org); b) for all other colleges and universities, go to the individual websites.

### V. Outline of Course Content

- A. The course will examine the historical and philosophical background which combined to produce the American chief executive office, with particular emphasis on the *Federalist Papers* and the principal opponents of a stronger executive, such as Thomas Jefferson. Also the view of foreign commentators, such as Lord Bryce, in *The American Commonwealth* (1888)
- B. A detailed examination of the office and powers as created by the Constitution, and the manner in which various incumbents have exercised those powers
- C. How the presidency has developed and evolved since 1789, including the imposition of a two-term limitation in 1951, the principal Supreme Court cases which have defined or curbed the use of presidential power, or the influence of Congressional responses, such as the War Powers Act of 1974.
- D. The election of the President, why it was never "democratic," what the Framers intended, and the pros and cons present proposals to elect the President by direct popular
- E. The key elections in American political history, such as 1860, 1876 or 1932: what was at stake, what the outcome produced, and the long-term implications of each election
- F. Presidential campaigns, election strategies and voter appeals over the years, into the present age of social media and instant news cycles.

- G. Some key presidents for better or worse, including those who may appear vindicated or upgraded in historical perspective, as well as those who don't fare as well.
- H. The President's role in the domestic policy process
- I. The President and foreign policy
- J. The course will also focus on a selection of past incumbents, including those considered outstanding, average, poor, or those who appear better or worse in retrospect than they did while in office

## VI. General Education and Course Learning Outcomes

### General Education Learning Outcomes:

1. Analyze period texts, including the Constitution and the *Federalist* (NJ-6 \*)
2. Produce clear and precise writing in assigned essays and research projects during the entire semester (NJ-1)
3. Analyze and compare different styles and philosophies of the various incumbents of the presidency (NJ-6, NJ-7 \*)
4. Perform research and writing and complete short assignments and a larger more elaborate project that will be included in course requirements. (NJ-1, IL \*)

### Course Learning Outcomes:

**At the completion of the course, students will be able to:**

1. Explain the basic constitutional basis for the American presidency
2. Identify the various ways in which the office has developed and evolved in the time since 1789
3. Assess the role of the president in the American political process
4. Compare and contrast the different styles goals and legacies of selected incumbents of the Oval Office
5. Interpret and analyze the historical experience of the presidency, especially in significant election year cycles

### C. Assessment Instruments

- A. examinations
- B. research paper (required)
- C. short written assignments, based on comparative readings in opinion journals
- D. attendance and class participation

## VII. Grade Determinants

- A. Three one hour, in-class exams

- B. research projects – each student will select a specific presidential administration, subject to the instructor’s approval, and prepare a research paper on a specific aspect of the particular president (required)
- C. short written work assignments and classroom discussions of them
- D. Two-hour Final exam

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture/discussion
- B. regular short written assignments
- C. student oral presentations
- D. independent study/research

### **VIII. Texts and Materials**

- A. *The Federalist Papers*
- B. *Presidential Leadership*, Edwards & Wayne
- C. *The Presidency and the Political System* - Nelson
- D. Opinion journals, i.e., *Atlantic*, *National Review*, *The New Republic*
- E. Supplementary materials for student research: books, periodicals and web sources

Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

### **IX. Resources**

- A. RVCC Library resources