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COURSE:  HIST 380 or PSCI 380 - The American Presidency - Summer 2004 - 3 Semester hours of credit

NO CHILD LEFT BEHIND: This course can be used to meet either a History or a Government (Political Science) requirement for NCLB. Be sure to register for the correct discipline. This can NOT be changed after the registration deadline passes.

GOALS:
  a. To examine the role of selected Presidents in shaping American history
  b. To examine the development of the American Presidency through time
  c. To examine the psycho-historical approach to understanding Presidential behavior

WRITTEN ASSIGNMENT:  Select either Option 1 or Option 2 - Due on or before July 12, 2004 - The written assignment can be hand delivered, e-mailed, or snail-mailed to my address listed in the upper left hand corner of this document.

Option 1: One of the persistent questions in the study of historical and political phenomena is “Do men (and women) make the times, or do the times make the man (woman)?”

Using the information and skills acquired in your study of the American Presidency, do your best to answer that question (50 Points).

Your assignment will be assessed on the basis of your ability to use information contained in the course materials to construct your answer. This assignment should be word processed, typed, or legible written. Since this is a written persuasive argument, no particular style format needs to be followed nor is a bibliography necessary; but you should identify the source of any quoted materials. Be sure to include a statement describing what you have learned by doing this assignment.

Option 2: Create an instructional module on an aspect of the American Presidency for use in a class that you instruct (50 Points). Examples would include but are not limited to – elections, succession, powers, impeachment, the electoral college, a particular President’s Administration, etc. Please specify the class’s title and grade level. Be sure to describe the learning activities and assessment procedures that you will use.

Your assignment will be assessed on the basis of your selection of appropriate content, learning activities, and assessment procedures. The module should be typed, word processed, legible written, or created with presentation software such as Power Point.

A set of practice questions is available on the H or jaguar drive (380 Practice.ppt)

TENTATIVE SCHEDULE OF READING AND VIEWING ASSIGNMENTS:

I. The Week of June 7 – June 11: Assignments 1, 2, 3, and 4 and Pre-Test Course Assessment

1. Read Genovese, Chapter 1 - “A Republic, if you can keep it;” view the Foundations.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   a. describe James Wilson’s contributions to the shaping the early Presidency.
   b. distinguish between enumerated, implied, and inherent powers.
   c. distinguish between the Federalist and Anti-Federalist points of view.
   d. describe the Greek and Roman influences upon the Presidency.
   e. enumerate the intellectual contributions of Hobbes, Machiavelli, Locke, Montesquieu, Rousseau, and Voltaire to the shaping of the Presidency.

2. Read Genovese, Chapter 2 – The Foundational Presidency; view the Federalist.Era.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   b. enumerate the significant historical events and Presidential “Firsts” of the “Foundational Presidency.”

3. The Job of Being President - View the Job.Description.ppt

Learning objectives - Upon completing the preceding viewing assignment, the student will be able to:
   a. differentiate between the Presidential roles of Chief of state, Chief Administrator, Commander-in-Chief, Chief of Party, Chief Executive, Chief Diplomat, Chief Legislator, and Chief Citizen.
   b. enumerate the Constitutional requirements to become President.
   c. understand the process of Presidential succession.
   d. understand the role of the Electoral College.

4. Read Genovese, Chapter 3 – Democratization to Decline/Crisis to Enlargement; view the Jacksonian.Democracy.ppt and the Lincoln.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   a. enumerate the significant historical events and Presidential “Firsts” that occurred during the administrations of Jackson, van Buren, Harrison, Polk, Taylor, Fillmore, Pierce, Buchanan, and Lincoln.
   b. understand the “Theory of Nullification.”
Exam 1 – Assignments 1 through 4 – Monday June 14, 2004

II. The Week of June 14 – 18: Assignments 5 and 6

5. Read Genovese, Chapter 4 – Reaction and Shrinking/The World Stage; view the Andrew.Johnson.ppt and The Gilded Age and Progressivism.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   a. enumerate the significant historical events and Presidential “Firsts” of the Garfield, Arthur, Cleveland, Harrison, McKinley, T. Roosevelt, Taft, and Wilson Administrations.
   b. describe the “Progressive Movement.”

6. Read Genovese, Chapter 5 – Republicanization and Retreat/Birth of the Modern Presidency; view the WilsonHardingCoolidgeHooverFDR.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   a. enumerate the significant historical events and Presidential “Firsts” of the Harding, Hoover, and Franklin D. Roosevelt Administrations.
   b. distinguish between the “Trickle-Down” and “Pump-Priming” strategies for economic recovery.
   c. distinguish between the CCC, PWA, TVA and WPA.

III. The Week of June 21 – 25: Assignments 7, 8, and 9


Learning objectives - Upon completing the preceding viewing assignment, the student will be able to:
   a. describe the role political parties play in the US political system.
   b. be able to classify state party systems according to the extent of two-party competition.
   c. distinguish between the proposed plans for reforming the Presidential election process.

8. Who Votes? – View the Voting.ppt

Learning objectives - Upon completing the preceding viewing assignment, the student will be able to:
   a. describe the role ideology plays in US voting patterns.
   b. explain the influence of income, age, gender, ethnicity and race on US voting patterns.

9. Read Genovese, Chapter 6 – The Cold War/Heroic Presidency; view the Truman.Eisenhower.ppt and the JFK.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
a. enumerate the significant historical events and Presidential “Firsts” of the Eisenhower, Truman, and Kennedy Administrations.
b. describe the Truman Doctrine.
c. describe the Eisenhower Doctrine.

**Exam 2 – Assignments 5 through 9 – Friday June 25, 2004**

**IV. The Week of June 28 – July 2: Assignments 10 and 11**

10. Read Genovese, Chapter 7 – Great Society to Demonization/Imperial to Imperiled; view the LBJ.ppt

Learning objective - Upon completing the preceding reading and viewing assignment, the student will be able to enumerate the significant historical events and Presidential “Firsts” of the Lyndon Johnson, Nixon, Ford, Carter, and Reagan Administrations.

11. Read Genovese, Chapter 8 – The Post Cold War Presidency; view the nixon.et.al.ppt

Learning objective - Upon completing the preceding reading and viewing assignment, the student will be able to enumerate the significant historical events and Presidential “Firsts” of the George H. Bush, Clinton, Ford, Carter, and Reagan Administrations.

**V. The Week of July 6 – 9: Assignments 12 and 13 and Post-Test Course Assessment**


Learning objectives - Upon completing the preceding viewing assignment, the student will be able to:
   a. understand the psycho-historical perspective and approach.
   b. use Barber’s typology to classify US Presidents.

13. Read Genovese, Chapter 9 – Conclusion; view The Executive Branch.ppt

Learning objectives - Upon completing the preceding reading and viewing assignment, the student will be able to:
   a. accurately respond to questions about George W. Bush’s Presidency.
   b. correctly identify the members of George W. Bush’s Cabinet.

**Exam 3 – Assignments 10 – 13 - Friday July 9, 2004**

**EVALUATION:**

Final grades will be based on the three scheduled exams and the written assignment. The LOWEST score, either exam or writing project, will be dropped when computing your final grade. Exams will be multiple choice and true or false in nature.

**Exam Points**
50 - 43 = A 86 %
42 - 38 = B 76 %
37 - 28 = C 56 %
27 - 23 = D 46 %
22 - 00 = F

**Final Total Points**

250 – 215 = A 86 %  Best 3 of 4 exams and project = 150 points
214 – 190 = B 76 %  Pre/Post Test course assessment = 100 points
189 – 140 = C 56 %
139 – 115 = D 46 %
114 – 000 = F

DROP DATE: June 25, 2004

GRADES DUE: July 13, 2004