

### GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

School of Historical,  
Philosophical and Religious  
Studies

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix:	<b>HST</b>	Number:	<b>306</b>
Title:	Studies in United States History (The U.S. Presidency)		Units: <u>3</u>

Course description:

Is this a cross-listed course?      No      If yes, please identify course(s):

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Is this a shared course?      No      If so, list all academic units offering this course:

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*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics?      Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** *Humanities, Arts and Design (HU)*      **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman      E-mail [Marissa.R.Timmerman@asu.edu](mailto:Marissa.R.Timmerman@asu.edu)      Phone 480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Richard Amesbury      Date: 11/01/2019

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus and Assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus and Assignment
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus and Assignments
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus and Assignments
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to developing skill in the use of a language.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to the acquisition of quantitative or experimental methods.</li> </ul>	
		<ul style="list-style-type: none"> <li>• Courses devoted primarily to teaching skills.</li> </ul>	

Course Prefix	Number	Title	General Studies Designation
HST	306	The U.S. Presidency	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	<p>This course emphasizes the creation and evolution of a national political community that adheres to a national political belief system, and utilizes a core set of symbols of that belief system. It also examines many other elements of the political culture of the nation. Moreover, the study of the U.S. presidency necessitates an examination of the creation, development, acceptance, and application of the major modes of U.S. political thought. Another significant focus is how and why the national political community, its beliefs, values, symbols, and modes of thought evolved over time.</p>	<p>The readings and lectures for all of the modules of the course focus on the creation and development of the U.S. political community, and the continuities and major points of evolution of that community's belief and value systems. The same can be said for the many political symbols of the national community, and especially the adoption and continued development of U.S. political thought.</p> <p>The weekly assignments contain questions that emphasize the historical analysis of U.S. political thought and the nation's core political beliefs and values.</p> <p>The final assignment choices for this course are a mini-research paper and an essay of the student's choices of the most important points of historical evolution for the institution of the U.S. presidency. Both of these assignment choices allow for the examination of the major elements of the national political community discussed throughout the course.</p>
2	<p>A main focus of this course is the development of the rhetorical presidency and its relationship with technological advancements in mass communication in the 20<sup>th</sup> and 21<sup>st</sup> centuries. In each module of this course, students engage with, analyze, and interpret at least one presidential speech. This engagement may be textual, auditory, or visual/auditory. Students not only examine the text of the speech, but also its delivery, the type of media used, and the impact of the rhetoric and its method of delivery on the political culture of the United States.</p>	<p>In all modules, the readings and lectures of the course contain elements of the discussion of the creation and evolution of the rhetorical presidency, and all modules have at least one identified presidential speech for students to analyze (these are posted weekly on Yellowdig).</p> <p>For Modules One through Seven, students answer a question on Yellowdig related to the speech they read, listened to, or viewed.</p> <p>For the final assignment choices, students have the choice of engaging with the theme of the rhetorical presidency.</p>

4a	This course focuses on the creation, development, acceptance, and application of the major modes of U.S. political thought. This political thought is examined initially as the precursor to the creation of a national political community, and is viewed throughout the course as a major influence on the beliefs, values, and symbols of the national political culture in which the institution of the presidency resides and interacts with other elements of U.S. culture.	In all modules, U.S. political thought and political culture are major threads of the narrative of the textbooks and the lectures. Moreover, they are lenses through which the institution of the presidency is examined and contextualized.  For the weekly assignments of the course, the journal questions necessarily compel students to engage with U.S. political thought and political culture when assessing the history of the U.S. presidency.  The final assignment choices allow for the same engagement with political thought and culture, given that these themes are central to the main narrative of the history of the presidency and, therefore, the course.

## HST 306: The U.S. Presidency



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**Instructor:** Jean-Marie Stevens, Ph.D.

**Email:** [Jean-Marie.Stevens@asu.edu](mailto:Jean-Marie.Stevens@asu.edu)

**Office Hours:** Every Friday, 12-2pm (Arizona Time) via Canvas Chat or Zoom, on Tempe campus by appointment. Chat and video outside of office hours by appointment.

### Course Overview:

The President of the United States presides over the executive branch of the U.S. government. The president has many enumerated powers, as well as powers that have developed via historical precedent. The presidency is performed as a dual role of domestic president and foreign policy president, especially in the Twentieth Century and beyond. The challenges faced the president, as well as his expertise, abilities, and goals, dictate whether these dual roles are equally performed, or one takes precedence over the other. Throughout the history of the United States of America, these issues, along with sociocultural factors and events, and, as always, political personalities, influenced the direction of a presidency and the president's historical legacy. These elements of U.S. politics and society also had a strong influence on the office, its powers, and its role in the national community. This course serves as an historical overview of the office of the U.S. presidency, its many "occupants," and their influence on the history of the United States with a focus on an expanding citizenry and the competing realms of domestic and international politics.

**Credits:** 3

### Prerequisites:

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

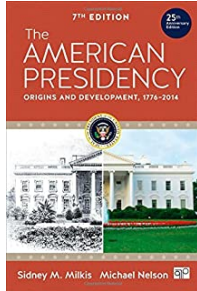
### Course Learning Outcomes:

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

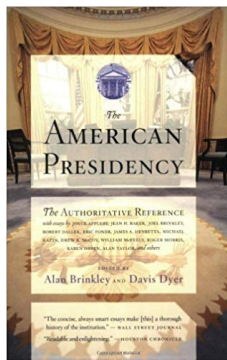
- Define the powers of the presidency, as outlined by the U.S. Constitution and historical precedent.
- Identify the major historical eras of the U.S. presidency.

- Interpret the major events of each presidency in relation to the general historical narrative.
- Analyze the role and legacy of each president.

**Textbooks:**



Milkis, Sidney M. and Nelson, Michael. *The American Presidency: Origins and Development, 1776-2014 (7th Edition)*. Los Angeles: Sage Publications, 2016.



Brinkley, Alan and Dyer, Davis, Eds. *The American Presidency: The Authoritative Reference*. New York: Houghton Mifflin, 2004.

**Assignments:**

Weekly Journals: Six @ 20 points each

Final Assignment: 200 points

Your grade will be determined based on the following grading schema:

Grade	Percentage	Points Range
A+	97.5-100%	312- 320
A	92.5-97.4%	296- 311
A-	90 -92.4%	288 - 295
B+	87.5-89.9%	280 - 287
B	82.5-87.4%	264 - 279
B-	80-82.4%	256 - 263

C+	77.5-79.9%	248 - 255
C	70-77.4%	224 - 247
D	60-69.9%	192- 223
E	Below 59%	0 - 191

## **Module One: The Establishment of the Presidency**

### **Historical Context:**

The United States spent eight years (1781-1789) governed by the Articles of Confederation. This loose confederation of states unified the nation in thought, but, in reality, it kept the states as singular entities with their own money, major governing forces, and loyalties. In 1787, a faction of elite Americans decided to tackle the many problems of this state-based style of government tied together with minimal strings. The creation of the Constitution, although contentious, led to a centralized federal government in which the states were unified by a core government that would expand (and sometimes contract) based on the ideologies held by the president and the situations faced by him during his term(s). For George Washington and John Adams, the early presidency was a time of feeling their way, interpreting the Constitution, and setting precedents that would solidify the major roles and responsibilities of the office.

### **Learning Objectives:**

By the end of this module, students will be able to:

- Identify the Constitutional powers of the presidency
- Explain George Washington's influence on the conventions of the presidency
- Explain the tensions and factionalism within John Adams' presidency

### **Learning Activities Include:**

Read:

- Milkis: 1-103
- Brinkley: Introduction and 1-32

View/Listen:

- The Powers of the Presidency Lecture

### **Submit:**

- Module One Journal

## **Module Two: The Powers of the Presidency Develop with the Nation**

### **Historical Context**



The events of the first half of the nineteenth century brought about significant confusion about the direction of the United States, even to great thinkers like Thomas Jefferson. International and commercial relations, warfare, and the expansion of the population and the territory of the United States created issues for the country that were not easily solved. Although Thomas Jefferson set out to reduce a federal government that he believed had run amuck in a few short years, supposedly simple events like the expansion of the territory of the United States through his own Louisiana Purchase would lead him to make decisions that would further expand the government and the powers of the presidency. In a nutshell, it was difficult to always adhere to one's ideological principles in an ever-changing nation and world.

### **Learning Objectives**

By the end of this module, students will be able to:

- Identify the effect of territorial expansion and population development on the presidency
- Explain the changes in Thomas Jefferson's viewpoints during his presidency
- Explain Andrew Jackson's effect on the criteria for becoming president
- Identify Andrew Jackson's role in the expansion of executive power

### **Learning Activities Include:**

#### **View/listen:**

- The Jeffersonian and Jacksonian Eras Lecture

#### **Read:**

- Milkis: 104-164
- Brinkley: 33-101

#### **Submit:**

- Module Two Journal

## **Module Three: The Powers of the Presidency Expand and Contract**

### **Historical Context**

The changes brought to the United States by territorial expansion would increase immeasurably by the mid-1800s. The challenges felt by presidents like Thomas Jefferson and Andrew Jackson regarding the expansion of the nation and their beliefs in a limited federal government and chief executive would continue for the presidents of this era, although some were more interested in limited government than others.

The institution of slavery, which had diminished in recent years, had a significant resurgence because of the invention of the cotton gin and with that resurgence came the desire to expand the institution to the newly settled territories in the Midwest and the Southwestern Territory. The Missouri Compromise was thought to have settled this issue years prior by allowing slavery

below, but not above, the parallel line of 36°30', but the desire to expand cotton farms into the Plains caused a legislative fight for that expansion.

The Kansas-Nebraska Act of 1854 allowed for both of these territories to choose through popular vote whether or not they would become a slave state and many on both sides of the issue worried that this would set a new precedent for the expansion (or lack thereof) of slavery. Yet, what was truly bubbling under the surface was an intense sectionalism created by the Southern economic need for slavery and the Missouri Compromise. To Northerners, slavery became a peculiar institution, and some pushed for its abolishment.

It was talk of this issue that propelled Abraham Lincoln to the presidency and compelled Southern states to abandon the Union, even though Lincoln had taken a moderate stance on the issue. With the outbreak of war, Abraham Lincoln would create further definition to the role and powers of the president in the last major event to significantly shape its foundation.

### **Learning Objectives**

By the end of this module, students will be able to:

- Identify the Civil War's role in evolution of presidential authority
- Explain the political and popular backlash against the inflation of the role of the presidency
- Define the idea and understand the influence of candidate-centered campaigns

### **Learning Activities Include:**

#### **View/Listen:**

- The Balancing Act of Presidential Power Lecture

#### **Read:**

- Milkis: 165-226
- Brinkley: 103-267

#### **Submit:**

- Module Three Journal

## **Module Four: The U.S. Presidency and the World**

### **Historical Context:**

The last few decades of the nineteenth century marked a significant point of evolution for the United States. The industrialization of the country blossomed and allowed for the further development of the country's economy to one that was production-driven and began to rival that of the economic powerhouse of Great Britain. Changes in transportation and communication

made for a more connected national community in which the rural and the urban began to see each other in different lights.

These changes frightened some, invigorated others, and made many Americans see a need for a containment of the changes of the runaway train of the Industrial Revolution of the United States. This belief ushered in the Progressive Era (1890-1920), a period of social, economic, and political reform that had its bright spots (child labor reform) and its low points (social programs that targeted the behaviors of immigrants). Other reforms included regulation of corporations and measures to curb government corruption.

The inextricable link between economics and political power in the international system meant that the rise of the United States as a major economic power also meant the rise of the United States as a political power. In 1898, the United States exercised that power in order to challenge the right of Spain to hold Cuba as a colony and ended Spain's reign as a major colonial empire in the process. This invocation of the Monroe Doctrine signaled the entrance of the United States into the world system, and in just over a decade, the country would become a wartime ally of Western Europe and a significant player in the international system. The many changes of this era both domestically and internationally necessitated the leadership of a strong chief executive for the nation, ushering in the era of the executive-centered presidency.

### **Learning Objectives:**

By the end of this module, students will be able to:

- Identify the world events that led the U.S. president to the role of world leader
- Interpret the authority and role of the president as world leader
- Recognize the effect of world events on the legacy of a president and the office
- Recognize the creation of the rhetorical presidency and its effect on legislation

### **Learning Activities Include:**

#### **View/Listen:**

- Executive-Centered Government Lecture

#### **Read:**

- Milkis: 227-300
- Brinkley: 268-343

#### **Submit:**

- Module Four Journal

## **Module Five: The Establishment of the Presidential Cult of Personality**

### **Historical Context**

The Progressive Era shaped the presidency in a way that made it more focused on the charisma of the individual and the power that he chose to wield. In the 1930s through the 1970s focus only intensified as the United States became a major actor in the world system. The establishment of the president of the United States as the leader of the free world meant that the men who held this office had more to live up to, and they had more times in which they needed to decide if they would further expand the powers of the office.

Although this era started off with a severe economic downturn, throughout the decades of the mid-twentieth century, it was the United States economic, military, and political power that influenced the desires and beliefs of the American public and their leaders. That power came about because of World War II, which sent the international community into upheaval and only the United States and the Soviet Union landing on their feet. That contentious relationship led to the Cold (and sometimes hot) War that pitted the capitalist (and democratic) system against the communist system.

Although the capitalist system won out, the forty years of the "war" left the United States teetering on the edge of disaster many times (i.e. the Vietnam War). Couple those issues of the international community with domestic concerns like racial equality and the continued effects of the great success of U.S. production, and the office of the presidency was more important than ever.

Apart from the last president of this period (Jimmy Carter), all of the chief executives wielded the powers of the presidency with greater intensity and, sometimes, with greater personal discretion. The Vietnam War and the Watergate Era are prime examples of an extension of presidential powers that challenged even the idea of emergency powers. When this era concluded, the presidency, ironically, seemed weakened, not more powerful. But that merely would be an illusion.

### **Learning Objectives:**

By the end of this module, students will be able to:

- Identify the domestic and foreign policy changes that led to a greater focus on the personality of the president
- Interpret the problems with a centralized focus on presidential charisma
- Interpret the problems faced by the president in relation to the greater international power of the country
- Explain the effect of Vietnam and Watergate on the presidential prestige

### **Learning Activities Include:**

#### **View/Listen:**

- Consolidating and Wielding the Powers of the Presidency Lecture

#### **Read:**

- Milkis: 300-395

- Brinkley: 344-466

**Submit:**

- Journal Five Module

## **Module Six: The Supposed Reestablishment of the Prestige of the Presidency**

**Historical Context:**

The post-Vietnam, post-Watergate Era would eventually usher in the Age of Reagan. Concerns over the military and economic strength of the United States, as well as concerns over a need for stronger leadership as the leader of the Free World, melded with traditions of the manifest destiny of the United States and the nation's supposed duty to spread its values across the globe. These anxieties of unfulfilled promise sent many Americans looking for a president who could save the country from its recent past.

In the election of 1980, many Americans crossed party lines to vote for the former long-term governor of California, who exuded Hollywood charm and spoke as though he were acting out a script. Whether one sees Reagan's leadership as strong or superficial depends on their knowledge of historical context, and for the populace, party affiliation, but two things are certain, Reagan's leadership style garnered him a place within the upper echelon of presidential legacies and guided the presidency into a new era of independence from the other two branches that expanded its powers and continues to influence the office and the party system today.

**Learning Objectives:**

By the end of this module, students will be able to:

- Identify the role Ronald Reagan had in regenerating respect for the presidency
- Explain the role of foreign affairs on how the world and the United States viewed the office of the president

**Learning Activities include:**

**View/Listen:**

- The Reagan Era Lecture

**Read:**

- Milkis: 396-429
- Brinkley: 467-498

**Submit:**

- Module Six Journal

## **Module Seven: The Modern Presidency**

### **Historical Context:**

The 1990s signified a new order to the world. The fall of the Berlin Wall in late 1989 and the dissolution of the Soviet Union in 1991 meant that the only major leader left in the international system was the United States. This immense power, in the eyes of many, called for an even stronger chief executive who could maintain order in the country and the world. Such concerns led to an even stronger focus on the personality, competency, and charisma of the president.

The changes in the international system coincided with an strong economic downturn in the country that not only made life miserable for many Americans, but threatened the power of the the United States in a world that desperately needed guidance. Lower paychecks, higher expenses, and high rates of unemployment would end the administration of George H.W. Bush and bring about the entrance of the Baby Boomer to the office. This shift in generational power was an interesting twist as the world moved toward the 21st century.

Economic issues, war, and scandals (both real and imagined) marred the presidencies of the 1990s and the early 2000s. But scattered among those issues was a focus on an even stronger executive branch, headed by a focus on the independent-presidency style honed by Ronald Reagan. This leadership came in handy in times of domestic and international crises, including the horrific act of terrorism that took place on September 11, 2001. Yet, this style of running the country highlighted concerns about over-reaching presidential power and brought about renewed debates on how much power the chief executive should hold. Finally, it was the election of 2008 that gave the United States and the office their most historic moment when a non-white male took the reins of the country for the very first time.

### **Learning Objectives:**

By the end of this module, students will be able to:

- Recognize the role of charisma and youth on the election of presidents in the late 20th and early 21st centuries
- Identify the unique issues that face modern presidents
- Explain how criticisms of who holds the office expands in the 20th century

### **Learning Activities Include:**

#### **View/Listen:**

- The Independent-Centered Presidency Lecture

#### **Read:**

- Milkis: 429-506

- Brinkley: 499-543

**Submit:**

FINAL ASSIGNMENT

## Course Policies

**Course Access:**

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) ([Links to an external site.](#)) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

**Computer Requirements:**

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Web browsers ([Chrome \(Links to an external site.\)](#), [Mozilla Firefox \(Links to an external site.\)](#), or [Safari \(Links to an external site.\)](#))
- [Adobe Acrobat Reader \(Links to an external site.\)](#) (free)
- [Adobe Flash Player \(Links to an external site.\)](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free \(Links to an external site.\)](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

**Student Success**

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources \(Links to an external site.\)](#)

**Submitting Assignments:**

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email unless instructed to do so.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

### **Grading Procedure:**

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within 48-72 hours of the due date in the Gradebook.

### **Late or Missed Assignments:**

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

### **Communicating With the Instructor:**

#### *Community Forum:*

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

#### *Chat:*

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

#### *Email:*

ASU email is an [official means of communication \(Links to an external site.\)](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

***All instructor correspondence will be sent to your ASU email account.***

### **ASU Online Course Policies:**

View the [ASU Online Course Policies](#)



**Accessibility Statements:**

View the [ASU Online Student Accessibility](#) page to review accessibility statements for common tools and resources used in ASU Online courses.

If any other tools are used in this course, links to the accessibility statements will be listed below this sentence.

**Syllabus Disclaimer:**

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

## Weekly Journal Assignment (same questions each week)

### **Journal Instructions:**

Write at least a five-sentence paragraph for each question listed below (unless noted otherwise). The journals will be graded on depth of analysis, accuracy of historical knowledge, and clarity of ideas.

Note: All paraphrases and summaries of specific arguments and specific information (such as statistics) from the class materials must be cited in your journal, along with all quotations. You may use the MLA citation style for the journal, given the technical difficulties of using Chicago Style in this format.

MLA Example: (Smith, 72)

- What are the main themes of this module's material? (You may list these.)
- What are the most significant continuities and changes you have seen in this period? Explain why you see them as such.
- How did the major points of evolution come about? Be specific.
- What was the most surprising thing you learned in this module of the course?
- Create a thesis (argument) for this module's material. (1-3 sentences)
- Discuss how this module's material connects with the material of the previous modules. Be brief. (Note that this question only pertains to the second journal and beyond.)

## Final Assignment for HST 306: The U.S. Presidency (200 points)

### Choice One

For your final assignment, you will create a 6-8 page essay (double-spaced), that answers following question: **How did the office of the presidency evolve from the limited office held by George Washington to the modern expanded executive-centered office, and what were the major consequences of these changes?** Your answer to this question will be your thesis and you will prove that thesis in the body of the paper.

Beyond this question, it is up to you what you want to analyze and discuss.

For an additional discussion of this assignment, please refer to my **video “Final Assignment: Choice One”** in our course announcements.

Because this is a 300-level college course, there are specific writing requirements that you must follow beyond just understanding and analyzing the materials.

The requirements for a 300-level history essay include:

- An introductory paragraph that introduces your topic and leads the reader to your thesis statement.
- A thesis statement that contains an argument that the author can prove via historical evidence (in this case provided by secondary or tertiary sources created by academics, i.e. the books and lectures from the course).
- Body paragraphs that logically move from point to point to prove your argument (keep in mind when you are writing that all roads lead back to the thesis)
- Historical evidence that proves your argument and is thoroughly cited in either MLA or Chicago Style formatting (again, as mentioned, this evidence coming from the learning materials for the course)
- A concluding paragraph that reiterates your thesis and main points, indicates the importance of your findings, and, if possible, makes prescriptions for the future.

\*Note that you may want to pick three to four of the most important changes that occurred to change the presidency (in your educated and well-supported opinion)

\*Also, you do not have to use outside sources for this assignment, but you may, if you run them by me first for approval.

So, this is your task for the final assignment. Don't be intimidated by it. It is "doable"...and, you already know this material!

After watching my discussion of this assignment, if you have any questions as you move forward, please let me know. Good luck!!!!

The  
AMERICAN  
PRESIDENCY



*Edited by*

*Alan Brinkley and Davis Dyer*



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# The American Presidency

Origins and Development, 1776–2014

SEVENTH EDITION

SIDNEY M. MILKIS  
*University of Virginia*

MICHAEL NELSON  
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Los Angeles | London | New Delhi  
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