

The American Presidency
POL 303 - Section 1
Spring 2021
MWF 11:00 AM-11:50 AM
Location: Remote via Zoom

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Office Hours - Zoom Only
1:00 PM - 2:00 PM Mondays
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by appointment

Course Description

This course is an introduction to the political and administrative processes of the American presidency. The spring of 2021 marks the start of President Biden's first term in office. Like all new presidents, he will pursue an agenda for the nation by presenting policy goals to Congress, his party, and the American people, staffing his administration, making appointments to the judiciary and high-ranking positions in the bureaucracy, and taking unilateral action, all within the context of a highly polarized political environment. In this class, we will substantively examine the constitutional second branch of government as a political institution nestled in a complex political system of rival actors, and apply analytical political science concepts to explain and evaluate the behavior of the Biden administration's first 100 days in office. Students are expected to apply this knowledge through several short assignments and reports on contemporary executive politics in order to critically assess theories of executive branch politics.

Objectives

To introduce students to the substantive role of the presidency in policymaking, the execution of the law, and pursuing an agenda within American society

To acquaint students with the analytical political science concepts which characterize and explain historical and recent executive branch behavior, including:

The goals and constraints which shape the behavior of presidents, political appointees, and career bureaucrats

The loyalty-competence tradeoff and the administrative challenges presidents face

The executive rulemaking process and the limited conditions under which presidents may unilaterally make policy

The tools presidents employ to gain advantage when negotiating with other actors in the American political system

To familiarize students with the requirements of serving as a responsible public administrator and as a public servant with expertise

Required Course Materials

Pika, Joseph A., John Anthony Maltese, and Andrew Rudalevige, ed. 2020. (10th Edition) *The Politics of the Presidency*.

The Washington Post frequently publishes short articles on scientific findings from political scientists, and several articles from The Washington Post are assigned as course readings. The Washington Post limits the number of articles which may be read each month for free. If you find that you exceed the limit and are blocked from accessing course readings, you should purchase a student 'All-Access Digital' subscription to The Washington Post for three months of the course, starting on January 25 through April 25.

The All-Access Digital subscription costs \$1 for the first four weeks and \$10 for the second four weeks. Frequently, the second month goes on sale for \$5, so you may be able to pay even less. You can find the academic subscription option here:

https://subscribe.washingtonpost.com/acq/?promo=o8_edu_acq_dft0120, or if this link expires, at <https://subscribe.washingtonpost.com/>.

Supplemental Readings

Readings may be assigned to supplement the required text from online sources or excerpted from other books. Several readings are assigned from the Washington Post's Monkey Cage blog, which features articles written by experts on the presidency interpreting recent events in light of existing theories of executive politics. You may subscribe online for three months for \$21, and access the Monkey Cage blog through the end of the semester.

Assigned readings derived from online sources are accessible through links or PDF files within the course content folders on the class Blackboard page. Other readings are accessible via a link to JSTOR in the course content folders. You may log in to JSTOR using your WebID to read these political science articles, which are denoted on the syllabus. If you have difficulty accessing JSTOR via the Blackboard links, you may log in at <https://www.olemiss.edu/cgi-bin/library/jstor.pl> and use your WebID to gain access and search for the article manually.

Grading

Participation 5%; Section Quizzes 10%; Agency Research Report 10%; Executive Order Proposal 10%; Exam 20%; State of the Union Memorandum 20%; Agenda Progress Memorandum 25%.

Class participation counts for 5% of your final grade. Participation will be assessed through your participation in discussions posted on Blackboard. For each section of the class, a discussion will be created on Blackboard in the Discussions section, with several provocative questions posted by Dr. Klingler. You should post a written response at least once in each section discussion which captures your critical thinking about the material and well-reasoned opinion. Your responses may

be to the question itself or to another person's response. You will have until 11:59 PM on the last class day included in a section to complete the participation questions. Written participation responses will be graded as a fail (0 points), a pass (1 point) or high pass (2 points) based on the thoughtfulness of the response.

Section quizzes count for 10% of your final grade. For each section of the class, an open book quiz with several multiple choice questions on the readings and lecture material will be available on Blackboard. The quizzes will be posted within the Content folder inside the relevant section subfolder. You will have until 11:59 PM pm the last class day included in a section to complete the section quiz.

An Exam will constitute 20% of your final grade. The multiple choice question exam will take place on Blackboard on March 3. Make up exams will be administered only with prior approval. Approximately one third of the questions will be selected from the section quizzes administered through February 26.

A State of the Union Memorandum will contribute 20% to your final grade, and is due at the beginning of class on March 19. Article II, Section 3 of the U.S. Constitution requires the President to periodically give Congress information on the "state of the union" and recommend any measures that he believes are necessary and expedient. Since 1913, with few exceptions, this has taken the form of an annual message before a joint session of Congress, and has been regularly broadcast on radio, television, and the internet. In years in which a new president takes office and cannot report on their last year in office, presidents typically give an address to a joint session of Congress in the winter outlining their priorities. President Biden is scheduled to deliver his State of the Union Address in February 2021. Your assignment will be to watch it and/or read a transcript, and write a 1000-1500 word memorandum outlining three major agenda items discussed during this address. The memorandum should discuss what the broader agenda items are, what agencies and/or departments might be responsible for their implementation (or whether one will be created for the specific purpose), whether the President has particular policy proposals related to the broader agenda items and whether he proposes they be taken up by Congress or dealt with administratively, and any other relevant items of note. You should also discuss what obstacles might stand in the way of the President, and how he might address them (or whether these problems are fundamentally unsolvable).

An Agenda Progress Memorandum will make up 25% of your final grade, and is due at the beginning of the final exam period at 12 PM on April 26. Working together, write a 1500-2500 word memorandum detailing the progress the President made on his agenda items during his first 100 days in office. Make sure to note which agenda items have been successfully completed, which ones are still in progress, which ones have yet to be addressed, and which ones (if any) were attempted but ultimately failed. For each of the agenda items under discussion, briefly discuss any relevant presidential actions. Has he requested that Congress pass a bill? Has he signed or vetoed any relevant bills? Has he made any relevant appointments? Has he issued any pertinent executive orders? Has he made any public speeches to any relevant effect? Overall, pretend you are a political consultant. What has the President done well with respect to his agenda, where has he failed, where can he improve, what still needs to be done (and how) in order to ensure the rest of the agenda comes to fruition, and what obstacles might he encounter along the way?

Each student must complete an **Agency Research Report** to earn 10% of your final grade. This

is due at the start of class on February 19. Each student will be assigned an executive agency within the federal government. The Agency Research Report should be completed individually and should be a 500-1000 word report on the responsibilities, size, budget, and policy controversies managed by the agency to which you have been assigned.

A **Executive Order Proposal** is worth 10% of your final grade and is due at the start of class on March 31. This assignment requires you to draft an executive order on a significant policy issue managed by your assigned agency. You must take care to ensure that the executive order does not contradict the U.S. Constitution or existing federal law.

Completing **midsemester course evaluations** on Blackboard can provide up to an extra 2% of the final grade. If at least 90% of the class completes a midsemester course evaluation, everyone in the class will receive one extra percentage point on his or her final grade. For each additional percentage point of the class that completes a midsemester evaluation, everyone in the class will receive 1/10 of an additional bonus point. For example, if 95% of the class completes the midsemester course evaluation, then everyone will receive 1.5 bonus points from this pot. The total amount of extra credit students may receive from midsemester course evaluations is two bonus points. Note that I can see who answers the survey at any time as well as the content, but not who wrote what comment. I can see, however, the proportion of the class which completes evaluations.

Grade Scale

Below is how your final percentage grade will be mapped into a letter grade. There are opportunities for extra credit in this class so there will be no rounding. If you get an 87.9999999%, (for example) when the semester is over your final grade will be a B+. **No exceptions.**

Percentage Point Range	Letter Grade
92-100	A
88-91.99...	A-
85-87.99...	B+
81-84.99...	B
78-80.99...	B-
75-77.99...	C+
71-75.99...	C
68-70.99...	C-
65-67.99...	D+
62-64.99...	D
60-61.99...	D-
0-59.99...	F

Class Policies

Changes to the syllabus may be made in order to correct errors, adjust the schedule, fine tune course details, or address unforeseen issues. Changes will be discussed and announced in class. It is the student's responsibility to attend class to be aware of any syllabus changes. The official syllabus will always be available on Blackboard.

Policy on Readings and Assignment Expectations

Reading and any additional assignments should be completed before the official start time for class on the day assigned. This means that email copies of assignments must be in the instructor/TA's possession at the official start time for class or the assignment is late. Pay careful attention to the syllabus and to any adjustments that may occur. Material in the readings is fair game for the exam even if not discussed in class.

Policy on Missed Classes and Assignments

The University requires that all students have a verified attendance at least once during the first two weeks of the semester for each course. If attendance is not verified, then a student will be dropped from the course and any financial aid is adjusted accordingly by the University. Students attending the virtual component of hybrid, remote, or online classes are subject to the same attendance policy and procedures as traditional students. However, participation is defined in a different manner. The University's "Attendance Policy for Online Education" states: "Student attendance in online courses is defined as active participation in the course as described in the individual course syllabus." If students fail to meet online attendance requirements as stated in the syllabus, they will be given an absence. Attendance will be verified when you attend class on Zoom. If you are unable to access class on Zoom, you may contact Dr. Klingler *on that class day* and in most cases the problem can be worked out. **Do not cheat on attendance. Do not log onto anybody else's Blackboard and do not allow anyone else to log in to yours to click through links. If you are caught cheating you will fail the course without exception.**

Late and makeup assignments will be allowed only with a serious documented reason for the absence. **Excused absences will only be given for dates listed in the documentation provided. Keep this in mind when requesting doctors notes or obtaining other documentation such as memorial programs in the event of a funeral.** Excused absences from mental health conditions such as depression, bereavement, or anxiety require documentation mentioning specific dates under which attendance was prevented as a result of the mental health condition. Excused absences may also be granted if the student must serve as a caregiver for a relative diagnosed with COVID-19 even if the student is not ill, so long as documentation is provided for the relative's diagnosis. If no date is provided in the documentation, there will be no excused absence given.

You are responsible for material presented in lectures and discussed in class regardless of your attendance. Notes will not be supplied for students who have missed class, so plan to make other arrangements. Athletes and other students who will miss class due to extra- or co-curricular travel should inform me of the relevant dates early in the semester.

Policy on COVID-19

The University is taking the pandemic seriously and each of us must take responsibility to limit the spread of the virus until more permanent solutions can be found. Students with COVID-19 should seek immediate medical attention at the Student Health Center and contact Dr. Klingler to let me know that you are sick, quarantined, or have some other health-related absence. If students test positive for COVID-19 at any health care facility, they must contact the Student Health Center at 662-915-7274. University Health Services will coordinate contact tracing to lessen the likelihood of spread. Students and faculty must quarantine for 14 days if they have a positive COVID-19 test,

possible virus exposure, or display any symptoms related to COVID-19.

Students have been informed of the COVID-19 guidelines for the school year (including face covering, social distancing, hand hygiene, etc.). The University's Academic Conduct and Discipline Policy states that "disorderly behavior that disrupts the academic environment violates the standard of fair access to the academic experience." Failure to adhere to health requirements during the COVID-19 emergency will be deemed as disruptive to the classroom and will be enforced following the Academic Conduct and Discipline procedures. The University of Mississippi has adopted a tiered disciplinary protocol for nonadherence to COVID-19 health requirements. This disciplinary protocol is maintained by the Office of Conflict Resolution and Student Conduct (<http://conflictresolution.olemiss.edu>)

Policy on Grade Appeals

All grade appeals must be made in writing to the instructor. No grade appeals will be considered within the first 24 hours of a grade being posted or an assignment/exam being returned; those that come in within the first 24 hours will be discarded. All grade appeals must be received within ten calendar days of the grade being posted or the assignment/exam being returned; those that come in after this deadline will be discarded. All appeals must contain the following information:

The name of the assignment in question

The reason why you believe your grade should be higher. Be specific and discuss this in the context of the requirements of the assignment.

Determine whether you believe it is an error of calculation (the instructor/TA incorrectly tabulated points), judgment (the grade received does not reflect the quality of the work), or both.

If the instructor/TA determines that an error of calculation is present, then the correct grade will be calculated and the correct grade will be allocated. If it is argued by the student that an error of judgment is present, then the student has the option to have the assignment graded *de novo* by the instructor. As this will be a regrade from scratch, there is the possibility that the grade given to the regraded assignment will be lower than the initial grade given. All decisions by the instructor are final.

Policy on Disabilities

Students facing disabilities or mental health concerns who are not registered should apply for accommodation with Student Disability Services (SDS). Any student who has a documented disability and has received recommendations for accommodations from SDS should speak with the instructor as soon as possible regarding accommodations.

Policy on Email

Email communication must be used to make requests to the instructor/TA (*e.g.* for meetings outside of office hours) so that everyone has a record of the request and decision. For emails sent between Monday and Thursday, inclusive, please allow the instructor/TA up to 48 hours to respond. For those sent between Friday and Sunday, inclusive, please allow the instructor/TA up to 96 hours to respond.

It is the student's responsibility to check his/her Ole Miss email daily, since Blackboard works through Ole Miss email addresses and this is how I am able to communicate with you. If you prefer another email address, set up forwarding from your Ole Miss address.

Writing a professional email is an important skill one should master before graduation. All emails to the instructor/TA should include the following: a subject line briefly explaining the topic of the email and that it pertains to POL 303; a greeting more professional than "Yo" or "Hey" (I prefer "Professor Klingler" or "Dr. Klingler."); a clear question or request; and should identify the sender by name. Emails lacking any of these criteria will not be returned. Before sending an email, please make sure you cannot easily get the answer from another source, such as the syllabus or other class documents.

Policy on Technology

This course relies heavily on access to computers and the Internet. At some point during the semester you will have a problem with technology. Your laptop will die, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies. Technology problems will not normally be accepted as excuses for unfinished work. Expect that "stuff" will happen and protect yourself by doing the following:

- Plan ahead - start early, particularly if you'll need something hard to get.

- Save work often at multiple stages - at least every ten minutes.

- Make regular backups of files in a different location from the originals - there are several free cloud services that you can use to do this automatically.

- When editing an image, set aside the original and work with a copy.

- On your personal computer, install and use software to control viruses and malware.

When submitting any assignment electronically in this course, you are responsible for any technological problems (*e.g.* Internet connection difficulties, corrupted files, misspelled email addresses, delayed email delivery, etc.). To prevent problems along with the associated penalties for late assignments, you should submit assignments well before the deadline and take proactive steps to make sure that files were not corrupted and that assignments were received. Again, please do not trust your computer to function as expected at the last minute.

Policy on Respect and Civility

The exchange of ideas is an essential part of learning, and you are encouraged to frequently ask questions and share your thoughts during regular class. *Disagree without being disagreeable.* We will be discussing some polarizing issues in class, and conversation should remain civil and conducted in a good faith exchange. In order to maintain an atmosphere conducive to learning, students should use professional language in class discussions and written work and behave professionally. No offensive slang or profanity is permitted and unwanted physical contact of another student is a serious offense which will be reported for disciplinary action.

Disruptive behavior will result in a recommendation of appropriate sanction including grade reduction in minor cases and stronger action in more severe cases. If your behavior is disruptive

enough to distract me, it can distract the people around you as well, and is a threat to the learning environment. The instructor reserves the right to ask all students in the vicinity of disruptive behavior or conversations to leave the class for the day.

Policy on Academic Discipline

Academic honesty is expected, and academic misconduct will not be tolerated. Examples of academic misconduct are explored in the M Book and include plagiarism (using someone else's words or ideas without proper citation), using someone else's work as your own, allowing someone else to represent your work as their own, gaining or attempting to gain an unfair advantages, giving false information or altering documents, harming academic support facilities, and any act that violates the principles of honesty or fairness that does not fall into these categories.

Turn in material that you have completed yourself and respect the learning environment. Acts of academic misconduct are serious offenses that will be reported for disciplinary action and appropriate sanction after discussion with the student. Please see the University's Student Academic Conduct and Discipline Policy, the University's Academic Regulations in the M Book and/or speak with Prof. Klingler if you have questions in this area.

Course Outline

Part I: Foundations of the Executive Branch

All class meetings take place on Zoom. The Zoom ID is 997 6808 4835 and the password is "POTUS" to enter.

January 20

Introduction and Course Overview

January 22 and 25

Leadership and Management of the Presidential Agenda

Pika, Maltese, and Rudalevige — Chapter 11: An Embattled, Defiant President.

Milkis, Sidney M. 2016. "Crucible: the first 365 days." *The Miller Center at the University of Virginia*.

Elena Moore. 2021. "Biden's First 100 Days: Here's What to Expect." *NPR.org*.

Politico Staff. 2021. "The Biden Agenda: Obstacles and Opportunities."

January 27 and 29

Origins and Development of the Executive Branch

Pika, Maltese, and Rudalevige — Chapter 1: The Changing Presidency

Hamilton, Alexander. 1788. *Federalist 70*.

Colomer, Josep. 2019. "Impeachment exists because the Founding Fathers made a mistake. Several, actually." *The Washington Post*

February 1-8

Complementary Sources of Presidential Power

Nathan, Richard P. 1976. "The Administrative Presidency." *The Public Interest* 44:40–54.

Neustadt, Richard E. 1991. "Chapter 3: The Power to Persuade." In *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*. Revised Edition. New York: Free Press.

Moe, Terry M. and William G. Howell. 1999. "Unilateral Action and Presidential Power: A Theory." *Presidential Studies Quarterly* 29(4):850–873.

Part II: Presidential Administrative Power

February 10-12

Staffing and Controlling the Bureaucracy, Part I

Pika, Maltese, and Rudalevige — Chapter 6: Executive Politics

Patterson, Bradley H. and James P. Pfiffner. 2001. "The White House Office of Presidential Personnel." *Presidential Studies Quarterly* 31(3): 415–438.

Moe, Terry. 1985. "The Politicized Presidency." In *The New Direction in American Politics*, eds. John E. Chubb and Paul E. Peterson. Washington, DC: Brookings Institution.

February 15-19

Staffing and Controlling the Bureaucracy, Part II

Agency Research Report Due February 19

Hollibaugh, Gary E., Jr., Gabriel Horton, and David E. Lewis. 2014. "President Obama placed his most competent appointees in agencies most important to—and most resistant to—his political agenda." *LSE-USAPP*.

Lewis, David. 2017. "Trump's slow pace of appointments is hurting government — and his own agenda." *The Washington Post*.

Rakich, Nathaniel. 2019. "Two Years In, Turnover in Trump's Cabinet is Still Historically High." *FiveThirtyEight.com*.

Rein, Lisa and Andrew Ba Tran. 2017 "How the Trump era is changing the federal bureaucracy." *The Washington Post*.

Rudalevige, Andrew. 2017. "The Cabinet was the easy part. Staffing (and steering) the bureaucracy takes much more work." *The Washington Post*.

February 22-26

Domestic Policymaking

Pika, Maltese, and Rudalevige — Chapter 8: The Politics of Domestic Policy

Pika, Maltese, and Rudalevige — Chapter 9: The Politics of Economic Policy

Binder, Sarah, and Mark Spindel. 2019. "Why is Trump attacking the Federal Reserve? We answer your questions." *The Washington Post*.

Howell, William and Jon Rogowski. 2013. "During wartime Congress is more willing to defer to the president on matters both foreign and domestic." *LSE-USAPP*.

March 1

Foreign Policymaking, Part I

Pika, Maltese, and Rudalevige — Chapter 10: The Politics of National Security Policy

Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action* 4(2):7-14.

Musgrave, Paul. 2019. "Trump's nominated a new national security advisor. Don't expect that to change much about Trump's foreign policy." *The Washington Post*.

Kriner, Douglas. 2020. "Don't expect Congress to rein in Trump's use of military force in the Middle East." *The Washington Post*.

Rudalevige, Andrew. 2018. "If the Iran deal had been a Senate-confirmed treaty, would Trump have been forced to stay in? Nope." *The Washington Post*.

Rudalevige, Andrew. 2018. "The Supreme Court's 'travel ban' decision is what you'd expect if this were a normal presidency." *The Washington Post*.

March 3

Exam I

March 5-8

Foreign Policymaking, Part II

Part III: Presidential Unilateral Power

March 10-17

Unilateral Action

Chu, Vivian S. and Todd Garvey. 2014. "Executive Orders: Issuance, Modification, and Revocation." *Congressional Research Service*.

Rudalevige, Andrew. 2012. "Executive Orders and Presidential Unilateralism." *Presidential Studies Quarterly* 42(1):138–160.

Bailey, Jeremy D. and Brandon Rottinghaus. 2014. "In deciding how to exercise power via Executive Orders, US Presidents appeal to Congress only if it can be united." *LSE–USAPP*.

Chiou, Fang-Yi and Lawrence S. Rothenberg. 2014. "Executive orders are not a viable route around political gridlock." *LSE–USAPP*.

Rudalevige, Andrew. 2018. "Does Trump really have 'absolute power' to declare a national emergency? Let's examine the statute." *The Washington Post*.

Evans, Kevin, and Bryan Marshall. 2017. "When Trump signs bills into law, he objects to scores of provisions. Here's what that means." *The Washington Post*.

Rudalevige, Andrew. 2013. "Recess is Over?" *The Monkey Cage*.

Part IV: Presidential Persuasion Power

March 19-26

Conflict and Cooperation with Congress

State of the Union Memorandum Due March 19

Pika, Maltese, and Rudalevige — Chapter 5: Legislative Politics

Pfiffner, James. 1988. "The President's Legislative Agenda" *Annals of the American Academy of Political and Social Science*

Binder, Sarah and Mark Spindel. 2017. "This is why Trump's legislative agenda is stuck in neutral." *The Washington Post*.

Rudalevige, Andrew. 2019. "Why Congress's rebuke of Trump's emergency declaration matters—despite the president's veto." *The Washington Post*.

Rudalevige, Andrew. 2018. "Yes, Congress could give Trump a line-item veto. And it might want to." *The Washington Post*.

Zug, Charles, and Connor M. Ewing. 2018. "What happened to the State of the Union Address? Originally, it helped the president and Congress deliberate." *The Washington Post*.

March 29-31

The Public Presidency, Part I

Executive Order Proposal Due March 31

Pika, Maltese, and Rudalevige — Chapter 3: Public Politics

Sides, John. 2011. "What Can Presidential Speeches Do? A Dialogue." *The Monkey Cage*.

Edwards, George C., III. 2016. "Can Donald Trump persuade Americans to support his agenda? It's not likely." *The Washington Post*.

Klein, Ezra. 2012. "The Unpersuaded." *The New Yorker*.

Lovett, John. 2019. "The State of the Union is back on. But Donald Trump's unpopularity may mean he is wasting his breath." *LSE-USAPP*.

Sides, John. 2020. "Incumbent presidents usually get more popular when they run for reelection. Will Trump?" *The Washington Post*.

April 2

Holiday

April 5-7

The Public Presidency, Part II

April 9-12

The President and the Judiciary, Part I

Pika, Maltese, and Rudalevige — Chapter 7: Judicial Politics

Clayton, Cornell. 2019. "What Bill Barr doesn't understand about the office of attorney general." *The Washington Post*.

Waxman, Seth. 1998. "'Presenting the Case of the United States As It Should Be': The Solicitor General in Historical Context." *Address to the Supreme Court Historical Society*.

Savage, Charlie. 2017. "Trump Is Rapidly Reshaping the Judiciary. Here's How." *The New York Times*.

Solberg, Rorie Spill, and Eric N. Waltenburg. 2018. "Are Trump's judicial nominees really being confirmed at a record pace? The answer is complicated." *The Washington Post*

Itkowitz, Colby. 2019. "1 in every 4 circuit court judges is now a Trump appointee." *The Washington Post*

April 14 and 16

NO CLASS

April 19

The President and the Judiciary, Part II

April 21 and 23

The President as Party Leader

Bacon, Perry, Jr. 2019. "Trump Completed His Takeover of The GOP in 2019" *FiveThirtyEight.com*.

Heersink, Boris. 2018. "The Koch Network Attacked Trump. Here's why he's using the RNC to fight back." *The Washington Post*.

Baker, Travis J. 2016. "Why talking won't help presidents win bipartisan support." *LSE-USAPP*.

Filindra, Alexandra and Laurel Harbridge-Yong. 2017. "This is why more Republicans in Congress haven't criticized Trump." *The Washington Post*.

Rottinghaus, Brandon. 2013. "Going Partisan: Presidential Leadership in a Polarized Political Environment." *The Brookings Institution*.

Stein, Jeff. 2016. "This study shows American federalism is a total joke." *Vox.com*.

Monday April 26 (12 PM)

Agenda Progress Memorandum Due