

## **Leadership and the American Presidency Summer 2023 Syllabus**

**Course Number:** Government 308

**Course Facilitators:** Dr. Gabe Scheinmann and Congressman Glenn Nye

**Credits:** Three credit course that meets once per week

**Class Meetings:** Tuesdays 4:30pm-7:00pm; Fridays 9am-11:30am

**Semester/Year:** Summer 2023

**Meeting Location:** 850 16th Street, NW and various locations in Washington, DC

**Teaching Assistant:** Ryan Haddad

*“The presidency had made every man who occupied it, no matter how small, bigger than he was; and no matter how big, not big enough for its demands.”*

- Lyndon B. Johnson

*“The greatest leader is not necessarily the one who does the greatest things. He is the one that gets the people to do the greatest things.”*

- Ronald Reagan

### **Course Description:**

Leadership and the American Presidency will help students advance their own leadership development by examining the leadership journeys of the individuals who have held the office of the President. While there is no single course that can create a leader, this course through experiential learning via site experiences with partners, lectures, readings, guest speakers and real world application will help develop the knowledge, skills, and attitudes of a responsible citizen leader. This course examines selected theories and research on presidential leadership.

### **Course Objectives and Learning Outcomes:**

The ultimate purpose of this course is to help students advance in their personal leadership journey through studying real history, real leaders and real world examples. Students will embark on a Presidential Leadership Journey, paralleling the experiences and challenges of the men who held the executive office with their own development. This interactive course will introduce the building blocks of successful leadership through presidential case studies, interaction and access to prominent leaders and a variety of leadership challenges and scenarios. With Washington, DC brought to them, students will cultivate themselves as leaders through study, reflection and action.

By the end of this course, students will:

- Understand and apply seminal American texts such as case studies, primary sources and examples from across the history of the American Presidency.
- Gain an understanding of the various presidential strategies and styles of leadership implemented in history, theory, and real life
- Evaluate and advance their personal leadership journey through the lens of history and presidential leadership.

- Partake and facilitate in civil discourse on meaningful and challenging issues in a constructive manner.
- Hone the leadership and decision making skills necessary to navigate their future careers.
- Expand their professional network through connections to classmates and expert speakers.

### **Assessment :**

Students will be expected to write reflections, speeches and proposals. Students' grades will be based on participation and performance on assignments throughout the semester. Refer to appendices at end of syllabus for explanations and expectations of each assignment.

Weekly Participation	25%
Opinion Editorial “OpEd”	20%
<i>Topic Due: June 13</i>	
<i>Op-Ed Due: June 20</i>	
Presidential Policy Memo - Due: July 7	15%
Presidential Leadership Symposium Assignment - Due: July 18	15%
Final Presentation	
<i>Topic Due: July 18</i>	25%
<i>Project Due: July 26</i>	

Participation will include class attendance, constructive discussion and commentary during class, completion of feedback forms as directed by RRPFI, and additional “mini-assignments” as outlined in the syllabus and/or detailed in class. All participation requirements outside of attendance and discussion during class will be introduced in class and via email and are expected to be complete by class time the following week.

Late assignments will be penalized 5 points for each day late. Incompletes will not be allowed. Problems with technology are not an acceptable reason for late work (backup your work!)

More than 1 unexcused absence or 2 unexcused tardies will negatively impact your grade. Excuses must be sent at least two days prior to class via email to the course TA for excused absences to be reviewed - emergencies exempt.

### **Grading Scale**

The grading scale observed for this course is reflective of George Mason University's standard.

100-94: A	79-77: C+
93-90: A-	76-73: C
89-87: B+	72-70: C-
86-83: B	69-63: D
82-80: B-	62 or less: F

## **Policies and Expectations:**

### Readings

All assigned readings are to be completed before class to participate in discussions and activities.

### Attendance

If you will not make it to class please let your TA know at least two days prior to class via email. In this age of mobile phones, email, Facebook and Twitter, there are rarely excuses for not informing us ahead of time. If you miss a class and it is an excused absence, we may ask you to prepare an 800 word overview of the readings to be submitted before the start of the next class. This is not punitive. This is so that we can evaluate whether you have understood the readings for that week's class.

### Technology

- Course: Please minimize computer, tablet, and phone use unless it is being used to take notes or look up information to contribute to the conversation.
- Programs/Guest Speakers: Absolutely no technology will be allowed during guest speakers or programs.

### Research and Grammar

Our TAs are fair but tough graders and expect your work to be the product of significant effort. This means they expect thoroughly researched, thought-through and well-written pieces to include -- proper grammar, correct spelling, and correct citations. Last minute work rarely meets these standards, so please plan ahead.

## **Course and Program Norms:**

All students are expected to attend class and to come fully prepared to participate having read all required readings as outlined. Absences will negatively affect your participation grade.

1. *Expect Respect. Agree to Disagree* - A student's personal leadership journey always is accompanied by support and discourse. While we encourage students to challenge each other on substance, we expect the highest degree of respect for each other and for people's opinions.

2. *Be a Presence* - Attending class must be a priority for you and if it is not, this is the wrong course for you. We all encounter situations where events overtake us. In the age of technology, it is easy to become distracted and disengaged in conversations. Please minimize computer, tablet, and phone use unless it is being used to take notes or look up information to contribute to the conversation.

3. *Anticipate Need* - Do not come to class unprepared. We expect that you will complete the assigned reading(s) and that you will be able to summarize them and address specific issues raised in those readings when called upon in class. We expect you to have an understanding of the current leadership challenges faced by policymakers and legislators here in Washington DC. If you need recommendations for further reading beyond what is assigned or recommended, please feel free to ask.

4. *Contribute* - Class participation is about what and how you contribute, not just your attendance. We expect you to read with a critical eye and consider the arguments the authors

are making in their pieces. Participation is also more than asking the occasional question and thus you will be evaluated on the quality of your contribution and how it furthers the discussion. We also hope that you will share your own assessments, experiences and analysis of the issues we are discussing. In the end you will learn as much (if not more) from your peers and colleagues as from your professors.

5. *Seek to Understand* - In this course, you will encounter diverse perspectives and backgrounds, whether this is from readings, guest speakers and experts, your professors, or your fellow LTAP scholars. Ask questions, rather than make assumptions. Approach topics and others with an open mind. Remember that discomfort is a sign of learning and growth.

## Course Materials

Most readings will be available online through the course platform, but it is recommended that you purchase the required reading below (note that one of your readings will be provided by the Ronald Reagan Institute). Kindle versions are acceptable as well. Readings should be completed prior to the class under which they are listed.

### Required Textbooks

- Nye, Joseph S. (2013). *Presidential leadership and the creation of the American era*. Princeton University Press.
- *Triumphs and Tragedies of the Modern Presidency*, Case Studies in Presidential Leadership, 2nd Edition. \*Provided

## Course Outline

This course is designed around the Presidential Leadership Journey that coincides with a student's trajectory of learning and their own leadership potential. Recognizing that leadership is not linear, this course will integrate case studies, experiences and self reflection in order to develop a holistic leadership development experience.

### The Presidential Leadership Journey

The Presidential Leadership Journey was developed as an opportunity to discover personal leadership through the lens of the American presidency and the individuals who have served in office. Washington, DC will serve as an experiential classroom as we engage in off-site, hands-on learning opportunities aligning with Leadership Journey themes.

#### 1) The Origins – The Foundations of a Leader

Students will examine the origins of our nation's leaders and the lessons learned in their formative years including development of character, values, and the other building blocks of leadership. Students will analyze which elements of presidential stories most shaped their experiences in the White House. LTAP Scholars will then identify their own personal values and defining moments, including the issues and causes they find important and compelling.

#### 2) The Team – From Kitchen Cabinet to Team of Rivals

This theme explores the critical process by which leaders find, select, develop and maintain the relationships that help or hinder their ability to lead. Students will examine their personal team and how this contributes to their overall effectiveness as a leader.

### 3) The State of the Union – Communicating, Agenda Setting and Messaging

The State of the Union is the culmination of an administration's efforts to develop systems, prioritize goals, set an agenda, and communicate those to the American people. Students will examine presidential strategy and communication and how it can launch or cripple an administration's agenda. They will learn the best strategies to communicate their own plans, and inspire others to action.

### 4) The Challenges – The Opposition, Press and Pressure

No matter how effective or popular a leader may be, challenges will arise that will hinder their vision. Students will explore how leaders handled challenges throughout their tenures and what success or failure in the face of adversity may look like. LTAP Scholars will learn how to navigate and reframe challenges they face into opportunities for growth.

### 5) The Inevitable Crisis – From Controversy to Tragedy

Presidential crises can range from controversy, economic downturns, geopolitical tensions, and even war and occur with very little lead time (if any). These require immediate action and urgency. Building emotional intelligence and agility can help leaders to respond in times of crisis. As students build a "tool kit", they will be more prepared to tackle ambiguous and challenging crises.

### 6) The Renewal – Adapting, Reflecting and Reprioritizing

After a crisis, leaders must stay true to their values while adjusting priorities to new realities. Students will examine the need for resilience, the importance of adapting, and the power of spin when presidents emerge from a crisis. Students will explore how to navigate the aftermath of a crisis in their own leadership journey, redirecting and resetting their goals while remaining true to their values.

### 7) The Legacy – The Farewell Address

While presidential terms are limited, the legacy of those who have held office carry on long after they leave. Ultimately, it is important how individuals are remembered and that true leaders make decisions that continue to impact the future. Students will analyze the impact presidents have upon their immediate departure, and years later. Students will reflect on their learned skills and recent growth throughout the program and will be able to apply skills and experiences to their leadership journey.

## Prologue: Legacy - The Farewell Address

*How do I want to be remembered?*

Beginning with the end in mind, the course will look at the legacy of a President and contemplate their own desired impression or mark they want to leave on the world.

### Week 1:

**Tuesday, June 6: 5:00pm-6:30pm**

**Location: RRI Building**

Professor(s): Glenn Nye and Gabe Scheinmann

Introductions by staff, professors and students. Review of expectations and experiences for the course.

**Readings:**

1. The Constitution and Presidential Prerogative. *Triumphs and Tragedies of the Modern Presidency*. (Pgs. 3-11).
2. Nye Jr, J. S. (2013). Preface & Chapters 1-2 *Presidential leadership and the creation of the American era*. Princeton University Press. (pp. 1-74).
3. The Federalist Papers
  - a. [Federalist 1](#)
  - b. [Federalist 68](#)
  - c. [Federalist 69](#)
  - d. [Federalist 70](#)
4. [Article 2 of the U.S. Constitution](#)

## The Origins – The Foundations of a Leader

*What in my life has shaped me?*

Students will examine the origins of our nation's leaders and the lessons learned in their formative years including development of character, values, and the other building blocks of leadership. LTAP Scholars will then identify their own personal values and defining moments, including the issues and causes they find important and compelling.

**Friday June 9: 9:00-11:30am**

**Location: George Washington's Mount Vernon**

### **Readings:**

1. Abshire, D. (1998). *The Character of George Washington*. Washington D.C.: Center for the Study of the Presidency.
2. Landy, M. & Milkis, S. (2000). *Presidential Greatness*. Chp. 2: George Washington: Greatness and the Limits of the Constitutional Presidency (pp. 12-39).

### **Due:**

Participation: Feedback Form #1 on June 12 at 11:59pm

Assignment: Op-ed topic due on June 13th at 11:59pm

## The Team – The Company You Keep

*With whom do I surround myself?*

All leaders model the critical process by which leaders find, select, develop and maintain the relationships that help or hinder their ability to lead. Students will identify and analyze their own support network, build coalitions based on common interests or varied strengths, and collaborate with individuals who may offer new perspectives or expertise.

### **Week 2: The Team**

**Tuesday, June 13: 4:30pm-7:00pm**

**Location: RRI Building**

Professor: Gabe Scheinmann

**Readings:**

1. Goodwin, Doris Kearns. Chapter 9: Transformational Leadership. *Leadership in Turbulent Times*.
2. Goodwin, Doris Kearns (2005). *Team of Rivals: The Political Genius of Abraham Lincoln*. Introduction - Pgs. xv-xix
1. Johnson, Whitney. "Build an A-Team". *Harvard Business Review*.  
<https://hbr.org/webinar/2018/12/https-hbrwebinars-wins-net-hbr1214181mweb>

**Due:**

Leadership Compass Self-Assessment due on Friday, June 16 at 9:00am

**Friday, June 16: 9:00-11:30am**

**Location: Lincoln's Cottage**

**Readings:**

1. Simendinger, Alexis, "An Uneasy Alliance, Presidents and Their Party." *Triumphs and Tragedies of the Modern Presidency* (pg. 82-88).
2. [Excerpt of July 4th Message to Congress \(July 4, 1861\)](#)
3. <http://millercenter.org/president/lincoln/speeches/speech-3508>
4. [Revoking General Hunter's Order of Military Emancipation \(May 19, 1862\)](#)
5. [Emancipation Proclamation \(January 1, 1863\)](#)
6. [Letter to Nathaniel Banks \(August 5, 1863\)](#)
7. [Gettysburg Address \(November 19, 1863\)](#)

**Due:**

Assignment: Op-ed due on June 20th at 11:59pm

Participation: Feedback form #2 on June 19 at 11:59pm

## **The State of the Union – Communicating, Agenda Setting and Messaging**

*How do I call others to action?*

The State of the Union is the culmination of an administration's efforts to develop systems, prioritize goals, set an agenda, and communicate those to the American people. Students will examine presidential communication and how it can launch or cripple an administration's agenda. Forged upon their understanding of their personal strengths and values, students will then craft a larger vision and mission, communicate their plan, and inspire others to action.

### Week 3: Vision Plans

**Tuesday, June 20: 4:30pm-7:00pm**

**Class Location: RRI Building**

Professor: Glenn Nye

**Readings:**

1. The Original Hundred Days: Franklin D. Roosevelt. *Triumphs and Tragedies of the Modern Presidency*. (Pgs. 97-103)
2. Various State of the Union Speeches
3. The First Hundred Days: Ronald Reagan. *Triumphs and Tragedies of the Modern Presidency*. (pg. 128-130)
4. Edwards, George C. III (2016). The Nature of Presidential Leadership (p. 24-29) Found in Angerholzer et. al (2016). *Triumphs and Tragedies of the Modern Presidency*, Case Studies in Presidential Leadership, 2nd Edition.

**Friday, June 23: 9:00am-11:30am**

**Class Location: Ford's Theater**

**Readings:**

1. Smith, S. (2014, November). Radio: FDR's 'Natural Gift.' Retrieved from: <http://www.americanradioworks.org/segments/fdr-radio/>.
2. Cannon, L (2004, June 6). Why Reagan was the 'great communicator.' *USA Today*. Retrieved from: [http://usatoday30.usatoday.com/news/opinion/editorials/2004-06-06-cannon\\_x.htm](http://usatoday30.usatoday.com/news/opinion/editorials/2004-06-06-cannon_x.htm).
3. <https://podcasts.apple.com/us/podcast/bonus-ronald-reagans-farewell-address/id1507276251?i=1000519261279>

**Optional:**

1. [President Reagan's Westminster Speech](#)

**Due:**

Assignment: Op-ed due on June 26th at 11:59pm

Participation: Feedback Form due on June 26 at 11:59pm

### Week 4:

**Tuesday, June 27: 4:30pm-7:00pm**

**Class Location: RRI Building**

Professor: Gabe Scheinmann

**Readings:**

1. U.S. News and World Report. Soumitra Dutta and Matthew Fraser. "Barack Obama and the Facebook Election." <https://www.usnews.com/opinion/articles/2008/11/19/barack-obama-and-the-facebook-election>
2. Anderson; Toor; Rainie; Smith. Pew Research Center. *Activism in the Social Media Age*.



<https://www.pewresearch.org/internet/2018/07/11/public-attitudes-toward-political-engagement-on-social-media/>

3. [Clinton Presidential Campaign Announcement](#)
4. [Trump Presidential Campaign Announcement](#)

**Due:**

Assignment: Policy Memo due July 7 at 11:59pm

## Challenges & Crisis

*How do I handle adversity? What tools and assets do I have to emerge from the toughest of times?*

No matter how effective or popular a leader may be, challenges will arise that will hinder their vision. Students will explore how emotional intelligence and agility can help leaders to respond in times of crisis and what success or failure in the face of adversity may look like.

**Week 4:**

**Friday, June 30: 9:00am-11:30am**

**Class Location: TBD**

Readings TBD

## Week 5: Presidential Context

**Friday, July 7: 9:00am-12:00pm**

**Class Location: USHMM**

**Readings:**

1. "The 3AM Phone Call, Presidential Crisis Management" Bohn, Michael (pg. 254-259). *Triumphs and Tragedies of The Modern Presidency*

**Optional:**

1. Documents relating to the transition from Democracy to Dictatorship. <https://www.ushmm.org/m/pdfs/20091123-ljh-dictatorship.pdf>
2. Rainie, Lee. Pew Research Center. *Social Media and Voting*. <https://www.pewresearch.org/internet/2012/11/06/social-media-and-voting/>

Participation: Feedback Form due on July 10 at 11:59pm

**Tuesday, July 11: 4:30pm-7:00pm**

**Class Location: RRI Building**

Professor: Glenn Nye

**Readings:**

5. U.S. News and World Report. Soumitra Dutta and Matthew Fraser. "Barack Obama and the Facebook Election."  
<https://www.usnews.com/opinion/articles/2008/11/19/barack-obama-and-the-facebook-election>
6. Anderson; Toor; Rainie; Smith. Pew Research Center. *Activism in the Social Media Age*.  
<https://www.pewresearch.org/internet/2018/07/11/public-attitudes-toward-political-engagement-on-social-media/>
7. [Clinton Presidential Campaign Announcement](#)
8. [Trump Presidential Campaign Announcement](#)

**Week 6:****Friday, July 14****Class Location: UVA**

Presidential Leadership Symposium

**Readings:**

1. Eisinger, Jesse. The Atlantic. *We're Replicating the Mistakes of 2008*.  
<https://www.theatlantic.com/ideas/archive/2020/04/were-replicating-mistakes-2008/609586/>
2. Doerer, Kristen. PBS. *4 Economists Evaluate Obama's Economic Legacy*.  
<https://www.pbs.org/newshour/economy/4-economists-evaluate-obamas-economic-legacy>
3. Egan, Matt. CNN Business. *Lehman Brothers: When the financial crisis spun out of control*.  
<https://www.cnn.com/2018/09/30/investing/lehman-brothers-2008-crisis/index.html>

**Due:**

Assignment: Presidential Leadership Symposium Reflection due on July 17 at 11:59pm

**Week 7: Commander-in-Chief****Tuesday, July 18: 4:30pm-7:00pm****Class Location: RRI Building**

Professor: Gabe Scheinmann

**Readings:**

1. Bush, George W. "Day of Fire" (pgs. 126-152). *Decision Points*. \*

2. Cohen, Eliot (2002). *Supreme Command: Soldiers, Statesman, and Leadership in Wartime*. Pgs. 15-52
3. Brands, H.W. (2016). *The General vs. The President: MacArthur and Truman at the Brink of Nuclear War*. Pgs. 269-381.
4. "Lyndon B. Johnson: Committed Warrior Undone by Vietnam". *Triumphs and Tragedies of the Modern Presidency*. Pgs. 282-290.

## Back to the Legacy – The Farewell Address

*How do I want to be remembered?*

Legacy is an inevitable albeit most times unplanned aspect of a President's lasting impression on the world. Ultimately, it is important how individuals are remembered and that true leaders make decisions that continue to impact the future. In a forward-thinking way, students will thoughtfully reflect on the skills they have built and the growth they've experienced throughout their journey.

**Friday, July 21: 8:00am-10:30am**

**Class Location: RRI Building**

Professor: Glenn Nye + Gabe Scheinmann

### **Readings:**

1. Keith, T. (2017, January). Retrieved from:  
<http://www.npr.org/2017/01/10/509052320/obamas-farewell-address-how-presidents-use-this-moment-of-reflection>
2. Brinkley, A. (2013, August). The legacy of John F. Kennedy. *The Atlantic*. Retrieved from  
<http://www.theatlantic.com/magazine/archive/2013/08/the-legacy-of-john-f-kennedy/309499/>
3. Hayward, S. (2014, January). Reagan's farewell address at 25. *The American*. Retrieved from <https://www.aei.org/publication/reagans-farewell-address-at-25/>
4. [Nixon's Address of Resignation](#)
5. [Eisenhower's Farewell Address](#)
6. [Washington's Farewell Address](#)
7. [Reagan's Farewell Address](#)

Optional:

Whitney, G. (2003). *American Presidents: Farewell Messages to the Nation, 1796-2001*. Lanham: Lexington Books.

### **Due:**

Participation: Final Feedback Form due on Tuesday, July 25 at 11:59pm

## Week 8: The Legacy

**Tuesday, July 26 - 4:00pm-7:30pm**

**Class Location: RRI Building**

Final Presentations

Professors: Glenn Nye + Gabe Scheinmann

**Due:**

Final Presentations

## **Integrity and Code of Conduct**

The integrity of the University community is affected by the individual choices made by each of us. GMU has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

A full text of the Honor Code is available at: <http://mason.gmu.edu/~montecin/plagiarism.htm>

A good guide to the problem of plagiarism and how to avoid it is available at: <http://owl.english.purdue.edu/owl/resource/589/01/>. You will even find a useful plagiarism exercise.

**Plagiarism Statement:** Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (statement of English Department at George Mason University)

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's email without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Websites have their own requirements for linking to their material. (Virginia Montecino)

## **Note: Student Accommodation / Disability**

### Disability Accommodations

*Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474*

## **Sexual Harassment, Sexual Misconduct, and Interpersonal Violence**

*As a faculty member and designated "Responsible Employee," TFAS is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and](#)*

[Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason's Title IX Coordinator](#) (703-993-8730; [titleix@gmu.edu](mailto:titleix@gmu.edu)).

### **Privacy**

*Students must use their MasonLive email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address.*

## **APPENDIX 1: PLS Assignment**

### **Presidential Leadership Symposium Outline**

The Presidential Leadership Symposium will be a tone-setting experience of the Institute's Leadership and American Presidency (LTAP) summer program exploring different contexts in which Presidents served and led and their respective worldviews.

This assignment will serve as an initial reflection with LTAP. The journey to becoming a leader is often shaped by how you view the world. Your experience in life is influenced by your beliefs. This outline will serve as a self-reflection on your leadership journey. The question students will need to answer is, "How did you arrive to your world view"? Please answer the following questions.

1. How did you arrive to LTAP? (your origin story)
2. What are your core beliefs and where do they come from?
3. Where does your inspiration come from? What motivates you?
4. Where will your leadership experience take you?

The PLS Outline needs to include the following:

1. Steps in the Presidential Leadership Journey (outlined at the beginning of your syllabus)
2. Readings/conversations from the Presidential Leadership Symposium
3. Previous readings/class discussions

1-2 pages, Times New Roman Font, size 12

## **APPENDIX 2: Op-Ed Piece**

This assignment is a chance for you to put together one of the primary documents by which key national issues are debated in the public arena – the Opinion Editorial, or “OpEd.” Most Op-Eds relate to current news events, but they may also provide a creative approach to an old problem. An OpEd is distinct from an “editorial” which is put together by an editorial board and printed as the collective view of a newspaper. An OpEd, on the other hand, is from an outside contributor. While based on your views, they should be balanced with objective factual information. While most Op-Ed’s are 500-800 words in length, for purposes of our assignment, you will write an 800 word piece, the length of a longer Op-Ed. A few more details:

1. Please submit your paper in 12pt Times New Roman font with single spacing.
2. Make sure your name is on the paper as well as the date.
3. You will need to craft a short “byline” as well. See attached for an example.

Oh, and one more thing – Op-Eds benefit from catchy titles.

As this is a course assignment we will have to make some modifications. Most OpEd writers have a decent command of their topics so their ideas are often original commentary and citations are not an issue. I suspect you all will have original ideas as well. There is no shame in the policy arena for adapting what others have done to turn ideas into action – but you must acknowledge that in your work. If you take an idea from someone else, give them credit. What I will ask for is a page following your op-ed that includes a bibliography of sources consulted. You should list the Sources Consulted using bibliographic formats found in a recognized style guide such as the Chicago Manual of Style. Citation guides may be found at: <http://libguides.gwu.edu/content.php?pid=8881>

In terms of topics, you can write on any relevant policy topic of your choosing but you must be able to argue a particular position or address a specific issue that rises to a level where senior policymakers might need to address it. This does not have to be on an inherently political issue.

If you have any questions about your topic – just ask.

## **APPENDIX 3: Policy Memo**

### **Context:**

**Background:** The “policy memorandum” is the principal vehicle by which issues are teed up to senior leadership and interagency working groups. Some memoranda are designed to tee up a decision or recommend a course of action and others are designed quite simply to inform. As such, an information memorandum must be exceedingly clear and succinct as senior policy makers may see several memos a day. An information memo can be any length but they tend to be one to two pages long. They tend to be part of a “read ahead” package that will include supporting material such as biographies, maps, or even more detailed analysis. There is a real art to the one or two page memo and if you can master that art this will improve your ability to make things happen in a bureaucracy.



**Your Assignment:** In this assignment you will use a policy memorandum to prepare your boss for an important meeting. Depending on the issue and scenario you choose, your boss may need to convince another senior official, a Member of Congress, a foreign Minister or Head of State to take a particular position or make a particular decision on an issue of your choice. Your “read ahead” package needs to prepare your boss to make a compelling argument during this meeting and should include the following:

- 1 page policy memo
- Half page of talking points
- Tabs with supporting material

This is not a “long” writing assignment but you will spend significant time because writing clearly and concisely will take time and there is less room for error. An information memo will prioritize the presentation of facts and help your boss get up to speed on the issue. It should also help your boss understand who agrees and disagrees with the proposed position and what the competing arguments are. The “talking points” should be written in a fairly scripted way so that your boss can actually use them in a meeting.

We would prefer that you pick a current topic / issue rather than a historical one – but will consider exceptions if there is a case to be made.

More guidance will be provided early on in the course.

#### **APPENDIX 4: Final Project**

You will analyze a recent political event that is relevant to current conversations through the lens of the ideas discussed in class this summer. You have great flexibility in terms of what event you will discuss, but should pick one that allows you to discuss the presidential response in terms of the leadership principles and concepts included in class readings and discussions.

Each group will choose their own topic within a general area which will be determined at random. **Air Force One** students will choose a topic in the realm of foreign policy, **The Governor** students will choose some domestic-level topic. **The Gipper** students will choose an issue where the president has been required to inspire others to take action.

Each group will prepare a **5 minute presentation** providing some background on their topic and analyzing presidential action within that area, focusing on the president’s usage of their Team, the Challenges faced before, during, and after the event, and discussing the successes and failures of the presidential strategy chosen, as well as attempts at Renewal post-event.

As with the topic, students can pursue this presentation in any way they choose – a PowerPoint, a dramatic reenactment with commentary, a poster presentation, or anything else. This is a chance for you to engage in professional analysis and criticism – you can be critical, but be fair as well.

You must also **interview a professional/practitioner** in your general area regarding the recent political event and presidential response. The content of the interview should be incorporated into your presentation as you see fit. Choose the notable portions; you do not have to include the entire conversation.

Groups will be determined by RRI staff, professors, and the TA for the course.