

THE AMERICAN PRESIDENCY

Spring 2024

Instructor: Shai Karp

Email: shaikarp@u.northwestern.edu

Office location: Scott Hall 202

Office hours: Monday 1pm–3pm, and by appointment

Class location: Parkes 223

Class times: Tuesday/Thursday 3:30pm–4:50pm

Course description

The president is the most visible and most singularly powerful figure in the American political system. How did the role of the president change over time into what it is today? What kinds of institutional structures define the presidency? How do presidents hold and exert powers? To what extent do they succeed? How are presidents selected and elected? This class introduces students to the study of the American presidency in political science. The course tracks the history, powers, and effects of the presidency through scholarly theories. Topics will include the development of the presidency, political powers, legal powers, race, the courts, war powers, the media, and the evaluation of presidents.

COURSE SCHEDULE

Week 1: Introduction

March 28 (Thursday)

- US Const. Art. I sec. 7, Art. II, and Amends. 12, 14 sec. 3, 20, 22, 25. [6pp]
- Juan J. Linz, “The Perils of Presidentialism,” *Journal of Democracy* 1, no. 1 (1990). [18pp]
- In-class primary document: Alexander Hamilton, “*Federalist* No. 70” (1788), excerpt.

Week 2: Thinking about the presidency like a political scientist

April 2 (Tuesday) Power and the presidency

- Richard E. Neustadt, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan*, 2nd ed. (New York: Free Press, 1991), chs. 1 & 3. [28pp]
- William G. Howell, *Thinking About the Presidency: The Primacy of Power* (Princeton: Princeton University Press, 2013), preface & ch. 1. [24pp]
- Primary documents:
 - Woodrow Wilson, *Constitutional Government in the United States* (New York: Columbia University Press, 1908), short selection. [7pp]

April 4 (Thursday) Institutions and the presidency

- Stephen Skowronek, “The Presidency in American Political Development: A Third Look,” in *Presidential Leadership in Political Time*, 3rd ed. (Lawrence: University Press of Kansas, 2020). [26pp]

- William G. Howell and Terry M. Moe, “The Strongman Presidency and the Two Logics of Presidential Power,” *Presidential Studies Quarterly* 53, no. 2 (2023). [20pp]
- Primary documents:
 - Franklin D. Roosevelt, “First Inaugural Address,” March 4, 1933. [5pp]
 - The President’s Committee on Administrative Management, “Report of the Committee with Studies of Administrative Management in the Federal Government,” 1937. [5pp]

Week 3: Presidential powers

April 9 (Tuesday) “Hard” powers

- Aaron Wildavsky, “The Two Presidencies,” *Trans-Action* 4, no. 2 (1966). [7pp]
- Andrew Rudalevige, “The Presidency and Unilateral Power: A Taxonomy,” in *The Presidency and the Political System*, ed. Michael Nelson, 12th ed. (Thousand Oaks: CQ Press, 2021). [19pp]
- Charles M. Cameron, *Veto Bargaining: Presidents and the Politics of Negative Power* (Cambridge: Cambridge University Press, 2000), excerpt. [5pp]
- Primary documents:
 - George Washington, “Proclamation—Cessation of Violence and Obstruction of Justice in Protest of Liquor Laws in Pennsylvania,” August 7, 1794. [4pp]
 - Clinton v. City of New York, 524 U.S. 417 (1998). [4pp]
 - George W. Bush, “Statement on Signing the Bipartisan Campaign Reform Act of 2002,” March 27, 2002. [1p]

April 11 (Thursday) “Soft” powers

- Terri Bimes, “Understanding the Rhetorical Presidency,” in *The Oxford Handbook of the American Presidency*, ed. George C. Edwards III and William G. Howell (New York: Oxford University Press, 2009). [19pp]
- Samuel Kernell, *Going Public: New Strategies of Presidential Leadership*, 4th ed. (Washington: CQ Press, 2005), excerpt. [10pp]
- Primary documents:
 - Franklin D. Roosevelt, “Fireside Chat,” March 9, 1937. [11pp]
 - Jimmy Carter, “Address to the Nation on Energy and National Goals,” July 15, 1979. [4pp]
 - Ronald Reagan, “Radio Address to the Nation on Economic Growth,” February 9, 1985. [3pp]

Week 4: Presidential history and development I

April 16 (Tuesday) Overview and the early 19th century

- Marc Landy and Sidney M. Milkis, “The Presidency in History: Leading from the Eye of the Storm,” in *The Presidency and the Political System*, ed. Michael Nelson, 12th ed. (Thousand Oaks: CQ Press, 2021). [35pp]
- Joshua Miller, “The Rendition of Fugitive Slaves and the Development of the Law-and-Order President, 1790–1860,” *Presidential Studies Quarterly* 49, no. 3 (2019). [12pp]
- Primary documents:

- Andrew Jackson, “Second Annual Message,” December 6, 1830, excerpt. [6pp]
- Republican Party, “Republican Party Platform of 1860,” May 17, 1860. [4pp]

April 18 (Thursday) The late 19th century: Civil War, Reconstruction, and the Gilded Age

- Jeffrey K. Tulis and Nicole Mellow, “Andrew Johnson and the Politics of Failure,” in *Formative Acts: American Politics in the Making*, ed. Stephen Skowronek and Matthew Glassman (Philadelphia: University of Pennsylvania Press, 2008). [17pp]
- Mark Zachary Taylor, “The Gilded Age Presidents and the Economy,” *Presidential Studies Quarterly* 51, no. 4 (2021). [19pp]
- Primary documents:
 - Abraham Lincoln, “Address at the Dedication of the National Cemetery at Gettysburg, Pennsylvania [Gettysburg Address],” November 19, 1863. [1p]
 - Abraham Lincoln, “Letter to Albert G. Hodges,” April 4, 1864. [3pp]
 - Abraham Lincoln, “Second Inaugural Address,” March 4, 1865. [2pp]
 - William Jennings Bryan, “Address at the Democratic National Convention [Cross of Gold],” July 9, 1896. [6pp]

*****FIRST PAPER DUE APRIL 19 AT MIDNIGHT *****

Week 5: Presidential history and development II

April 23 (Tuesday) The Progressive and New Deal eras

- Joanna L. Grisinger, “The (Long) Administrative Century: Progressive Models of Governance,” in *The Progressives’ Century: Political Reform, Constitutional Government, and the Modern American State*, ed. Stephen Skowronek, Stephen M. Engel, and Bruce A. Ackerman (New Haven: Yale University Press, 2016). [17pp]
- John A. Dearborn, “The Foundations of the Modern Presidency: Presidential Representation, the Unitary Executive Theory, and the Reorganization Act of 1939,” *Presidential Studies Quarterly* 49, no. 1 (2019). [16pp]
- Primary documents:
 - Theodore Roosevelt, *The New Nationalism* (New York: Outlook Company, 1910), excerpt. [3pp]
 - Herbert Hoover, “Address at Madison Square Garden in New York City,” October 31, 1932. [3pp]
 - Franklin D. Roosevelt, “Annual Message to Congress on the State of the Union [Four Freedoms Speech],” January 6, 1941. [5pp]

April 25 (Thursday) Into the modern presidency: The middle of the 20th century

- Garry Wills, “The Kennedy Imprisonment: 1. The Prisoner of Charisma,” *The Atlantic*, January 1982. [13pp]
- Sidney M. Milkis, Daniel J. Tichenor, and Laura Blessing, “‘Rallying Force’: The Modern Presidency, Social Movements, and the Transformation of American Politics,” *Presidential Studies Quarterly* 43, no. 3 (2013): 641–70. [26pp]
- Primary documents:
 - Lyndon B. Johnson, “Remarks at the University of Michigan [Great Society Speech],” May 22, 1964. [3pp]

- Barry Goldwater, “Address Accepting the Presidential Nomination at the Republican National Convention in San Francisco,” July 16, 1964. [3pp]
- Ronald Reagan, “First Inaugural Address,” January 20, 1981. [5pp]

Week 6: Race and the contemporary presidency

April 30 (Tuesday) The late 20th century

- Keneshia N. Grant, “Great Migration Politics: The Impact of the Great Migration on Democratic Presidential Election Campaigns from 1948–1960,” *Du Bois Review: Social Science Research on Race* 16, no. 1 (2019). [20pp]
- Joseph E. Lowndes, *From the New Deal to the New Right: Race and the Southern Origins of Modern Conservatism* (New Haven: Yale University Press, 2009), ch. 5. [33pp]
- Primary documents:
 - Dwight D. Eisenhower, “Executive Order 10730—Providing Assistance for the Removal of an Obstruction of Justice Within the State of Arkansas,” September 24, 1957. [2pp]
 - Dwight D. Eisenhower, “Radio and Television Address to the American People on the Situation in Little Rock,” September 24, 1957. [5pp]
 - Lyndon B. Johnson, “Commencement Address at Howard University: ‘To Fulfill These Rights,’” June 4, 1965, excerpt. [2pp]
 - Yoichi Okamoto, *President Lyndon B. Johnson Meets with Civil Rights Leaders Martin Luther King, Jr., Whitney Young, James Farmer*, January 18, 1964, photo, 3,904 × 2,633 pixels, W425-21, Lyndon Baines Johnson Library and Museum.

May 2 (Thursday) The case of the Obama presidency

- Alvin B. Tillery Jr., “Obama’s Legacy for Race Relations,” in *The Obama Legacy*, ed. Bert A. Rockman and Andrew Rudalevige (Lawrence: University Press of Kansas, 2019). [12pp]
- Kimberley S. Johnson, “Swimming the Multiple Currents: The Political and Racial Time of Barack Obama’s Presidency,” in *Looking Back on President Barack Obama’s Legacy: Hope and Change*, ed. Wilbur C. Rich (Cham: Springer, 2019). [12pp]
- Nicole Yadon and Spencer Piston, “Examining Whites’ Anti-Black Attitudes after Obama’s Presidency,” *Politics, Groups, and Identities* 7, no. 4 (2019). [16pp]
- Primary documents:
 - Barack Obama, “Keynote Address at the 2004 Democratic National Convention,” July 27, 2004. [5pp]
 - Barack Obama, “Remarks on the Verdict in *State of Florida v. George Zimmerman*,” July 19, 2013. [5pp]
 - Pete Souza, “*I Want to Know If My Hair Is Just like Yours*,” May 8, 2009, photo, P050809PS-0264, White House.

Week 7: Media and the presidency/In-class essay

May 7 (Tuesday) The president and the press

- Martha Joynt Kumar, “Conveying Presidential News: The White House Press Corps Covers the President,” *Presidential Studies Quarterly* 38, no. 4 (2008). [17pp]

- Matthew R. Kerbel and Bruce Miroff, “Resolved, the New Media Have Brought the President Closer to the People,” in *Debating the Presidency*, ed. Richard J. Ellis and Michael Nelson, 5th ed. (Thousand Oaks: CQ Press, 2021). [12pp]
- “Primary document”:
 - Ron Howard, dir., *Frost/Nixon* (Universal City: Universal Pictures, 2009).

May 9 (Thursday) *****IN-CLASS ESSAY*****

Week 8: Presidential powers (and checks) in some detail

May 14 (Tuesday) Law and Courts

- Amanda Hollis-Brusky and Celia Parry, “‘In the Mold of Justice Scalia’: The Contours & Consequences of the Trump Judiciary,” *The Forum* 19, no. 1 (2021). [20pp]
- Rebecca L. Brown and Lee Epstein, “Is the US Supreme Court a Reliable Backstop for an Overreaching US President? Maybe, but Is an Overreaching (Partisan) Court Worse?,” *Presidential Studies Quarterly* 53, no. 2 (2023). [16pp]
- Primary documents:
 - United States v. Nixon, 418 U.S. 683 (1974). [5pp]
 - Clinton v. Jones, 520 U.S. 681 (1997). [5pp]
 - Jessica Yu, dir., “The Supremes,” *The West Wing*, S5.E17 (NBC, March 24, 2004).

May 16 (Thursday) Wars and Emergencies

- Andrew Rudalevige, “Good to Know: U.S. War Powers,” Good Authority, February 22, 2024, <https://goodauthority.org/news/good-to-know-u-s-war-powers/>.
- Sarah E. Kreps, “Legality and Legitimacy in American Military Interventions,” *Presidential Studies Quarterly* 49, no. 3 (2019). [21pp]
- Andrew J. Polsky, “Staying the Course: Presidential Leadership, Military Stalemate, and Strategic Inertia,” *Perspectives on Politics* 8, no. 1 (2010). [8pp]
- Chris Edelson and Donna G. Starr-Deelen, “Libya, Syria, ISIS, and the Case against the Energetic Executive,” *Presidential Studies Quarterly* 45, no. 3 (2015). [17pp]
- Primary documents:
 - Franklin D. Roosevelt, “Executive Order 9066—Authorizing the Secretary of War To Prescribe Military Areas,” February 19, 1942. [2pp]
 - Youngstown Sheet & Tube Co. v. Sawyer, 343 U.S. 579 (1952). [6pp]

Week 9 Presidency 2024

May 21 (Tuesday) Presidential selection

- Jill Lepore, “How to Steal an Election,” *The New Yorker*, July 4, 2016. [8pp]
- Marty Cohen et al., “Party Versus Faction in the Reformed Presidential Nominating System,” *PS: Political Science & Politics* 49, no. 4 (2016). [7pp]
- Wayne P. Steger, “Conditional Arbiters: The Limits of Political Party Influence in Presidential Nominations,” *PS: Political Science & Politics* 49, no. 4 (2016). [6pp]

- Burdett A. Loomis, Monica C. Busch, and Byron E. Shafer, “Resolved, the President Should Be Elected Directly by the People,” in *Debating the Presidency*, ed. Richard J. Ellis and Michael Nelson, 5th ed. (Thousand Oaks: CQ Press, 2021), 55–73. [16pp]
- Primary documents:
 - Commission on Party Structure and Delegate Selection, “Mandate for Reform [McGovern-Fraser Commission Report],” September 22, 1971. [5pp]
 - Current events TBD

May 23 (Thursday) Contemporary issues in the American presidency

- Gary C. Jacobson, “Donald Trump’s Big Lie and the Future of the Republican Party,” *Presidential Studies Quarterly* 51, no. 2 (2021). [15pp]
- Desmond King and Sidney M. Milkis, “Polarization, the Administrative State, and Executive-Centered Partisanship,” in *Democratic Resilience: Can the United States Withstand Rising Polarization?*, ed. Kenneth M. Roberts, Robert C. Lieberman, and Suzanne Mettler (Cambridge: Cambridge University Press, 2021). [29pp]
- Robert C. Lieberman et al., “The Trump Presidency and American Democracy: A Historical and Comparative Analysis,” *Perspectives on Politics* 17, no. 2 (2019). [6pp]
- Primary documents:
 - Current events TBD

Week 10 Evaluating the presidency

May 28 (Tuesday)

- Brandon Rottinghaus, Gregory Eady, and Justin S. Vaughn, “Presidential Greatness in a Polarized Era: Results from the Latest Presidential Greatness Survey,” *PS: Political Science & Politics* 53, no. 3 (2020). [6pp]
- Mark Zachary Taylor, “An Economic Ranking of the US Presidents, 1789–2009: A Data-Based Approach,” *PS: Political Science & Politics* 45, no. 4 (2012). [7pp]
- Alvin B. Tillery Jr. and Hanes Walton Jr., “Presidential Greatness in the Black Press: Ranking the Modern Presidents on Civil Rights Policy and Race Relations, 1900–2016,” *Politics, Groups, and Identities* 7, no. 1 (2019). [13pp]
- Primary documents:
 - TBD

May 30 (Thursday) READING PERIOD—NO CLASS MEETING

*****LAST PAPER DUE MAY 31 AT MIDNIGHT*****

COURSE INFORMATION

Texts and readings

There is no textbook for this class. You don't need to buy any books. All readings will be posted as PDFs on Canvas.

Reading is a big part of this class. We'll be spending quite a bit of time talking about texts and ideas in them, so it is essential that you complete each assigned reading before class. This class has about 80–100 pages assigned per week. I think this should be a manageable reading load for a course at this level, but please let me know if you're finding it difficult to keep up and we can strategize together.

There are two main kinds of readings on this syllabus. The first are *scholarly readings*. These are mostly articles from academic journals and from books about presidential politics. These present things like ideas, theories, analyses, arguments, and research on the presidency, written by scholars of the presidency. These are meant to acquaint you with the study of the presidency, to understand debates about the presidency, and to spur you to develop your own analytical ideas. As you read these, try to understand the arguments that scholars make, the concepts they work with, and the evidence they use. The second are *primary documents*. Many of these are presidential speeches, but they also include legal documents, presidential writings, cultural representations of the presidency, and current events. These are meant to illustrate the workings and development of the presidency as an institution, and to give you materials to develop your own ideas about the presidency. Try to read these closely—they are mostly short—paying attention to the specific words and styles used, as well as their significance in broader context.

There are lots of ways to read: skimming, paging through, going word by word, darting around a page. For this class, try to read closely and intently. Make sure you understand the arguments, concepts, and evidence that readings introduce. Reading styles can be quite personal, but I strongly recommend that you mark up texts as you read and/or take notes. For example, you might want to highlight/underline/circle things in a text that seem important to you, or you might want to keep a running set of notes in a word processor document that tracks important arguments, ideas, passages, and pages. Personally, I like to print out all my readings on paper (it's easier on my eyes) and underline/bracket/circle things in the text while I keep a running set of notes in the margins. Find what works for you.

Attendance and participation

Being present is key to learning in this class. This means you need to show up to class, show up on time, and show up prepared. Being prepared means having done the reading(s), bringing your materials, and being ready to discuss. Since we will often work with the assigned readings, it is critical that you bring your readings and your notes to class with you. Please make every effort to show up to class on time, but I understand that we are all late from time to time. If you are running late, come anyway.

Being present is a precondition for participation. Participation is how you engage with the subjects, the texts, and with each other—it's how you learn. It's one of the criteria for your final grade in the class.

There are many kinds of participation. Participation includes: making quality comments reflecting engagement, thought, analysis, and originality; asking questions; practicing engaged listening; and

visiting my office hours. If you tend to be more quiet, I will call on you and invite you to participate. You are *always* welcome to pass. If you prefer not to speak in class, we can work on alternate arrangements for you to participate.

Sometimes you can't make it to class. It happens, but please try. If you can't make it, let me know, and try to connect with one of your classmates to discuss what you missed.

On COVID-19

This virus is still around, and I do not want to get sick. Therefore, if you feel sick, please do not come to class. Email me and we will make alternate arrangements.

On technology

My preference is that you do not use computers, tablets, phones, or other devices during class. I know that once they are open, the temptation to use them for non-class purposes can be very strong. If you can, try to use analog options for reading and notetaking. However, I understand that for some, electronic devices are the best option. If that's you, please keep your use of technology to class purposes and avoid all other device usage.

Communication and office hours

Please do communicate with me over the duration of the class. I want to help you learn and succeed in this class. If you run into problems, or something comes up in your life, or you feel confused, or something isn't working for you, please let me know. I want to help within my power. I can't help if I don't know what's going on, so please do communicate.

I am available by email if you have *quick* questions. If I can respond in a sentence or two, feel free to email me about any questions or issues as they arise during the quarter. I try to respond to emails within 24 hours during the week and within 48 hours on the weekend.

Longer questions are well-suited for office hours. Office hours are times when college instructors are available specifically to meet with students. I'm there during office hours for *you*, if you choose to come. My office hours are Mondays from 1pm to 3pm in Scott Hall 202. If you can't make it during my scheduled hours, please email me with your freer times and I will try to match one. I really strongly encourage you to meet with me over the quarter—it's a requirement for the high grades in this class. You don't need to come with a prepared question or agenda, though you are welcome to. This is time set aside for me to be available to talk to you. You are always welcome to come talk to me in groups, if you would like.

Assignments and grading

This course follows a contract grading system. This means that you'll know exactly what you need to do in order to get any particular grade in this class. Your final grade will be determined by your completion of paper assignments and discussion questions, as well as your class and office hours attendance.

Final grade components:

- Paper assignments.
- Discussion assignments
- Participation

All paper assignments will receive written qualitative feedback, while discussion questions will only receive written feedback if they are marked “incomplete.” All “incomplete” assignments will receive feedback suggesting revisions for resubmission; resubmissions are due within a week of receipt of revision suggestions and satisfactory resubmissions will become “complete.”

Paper assignments

There are three paper assignments throughout the quarter:

- The first is an analytical paper responding to a prompt, due Friday April 19th at midnight. Prompts will be circulated at least a week before the deadline. Papers should be 5–6 pages, double spaced, with a 12-point font and 1-inch margins.
- The second is an in-class essay Thursday May 9th during our regular class time. This will ask you to write an argumentative essay in response to a prompt. These in-class essays will be written in blue books.
- The third is an exploratory and analytical essay responding to a prompt, due Friday May 31st at midnight. Prompts will be circulated at least a week before the deadline. For this paper assignment, you may write a 5–6 page paper or you can create a 10–12 minute video essay.

Discussion questions

Discussion questions should be about the reading due on a given class day, and they should be submitted by 6am the we discuss that reading in class.

Discussion questions should be well-considered and succinct questions about a reading, no more than 100 words. (Questions should end in a question mark!) You can choose whichever reading(s) you like within a given week. You can ask questions however you like, so long as they are related to readings. You may, for example, want to point to something in a reading that is confusing and ask what’s going on there. Or, you may want to identify a tension between two parts within a reading and ask what comes out of that tension. Or maybe you want to note a conflict between two readings and ask if one is correct. Or perhaps you want to ask how a reading applies (or does not apply) to a particular world event. These are only examples and there are many other types of questions you might want to ask. They should be questions to which you would like answers! Don’t ask something because you think I want you to ask it—you should ask something that interests you personally. I will draw on these submissions to structure class, so these questions will largely influence the agendas for our discussions. A good question is pointed and incisive, engaging directly with the reading and the course themes while stimulating class discussions.

Participation

Participation includes: making quality comments reflecting engagement, thought, analysis, and originality; asking questions; practicing engaged listening; and visiting my office hours. If you tend to be more quiet, I will call on you and invite you to participate. You are *always* welcome to pass. If you prefer not to speak in class, we can work on alternate arrangements for you to participate.

Grading

Final letter grades for the course will be calculated from predetermined criteria:

You are guaranteed an A grade for the course if:

1. You attend class regularly and participate actively in most discussions
2. You complete 3 paper assignments

3. You submit at least 12 discussion questions
4. You attend office hours at least 1 time (either individually or in a group)

You are guaranteed a B grade for the course if:

1. You attend class regularly and participate actively in many discussions
2. You complete 2 paper assignments
3. You submit at least 9 discussion questions
4. You attend office hours at least 1 time (either individually or in a group)

You are guaranteed a C grade for the course if:

1. You attend class regularly and participate somewhat in many discussions
2. You complete 1 paper assignments
3. You submit at least 7 discussion questions

You are guaranteed a D grade for the course if:

1. You attend class regularly and participate somewhat in discussions
2. You complete 1 paper assignment
3. You submit at least 5 discussion questions

Students performing below the D grade criteria will receive a failing grade.

Class discussion and talking politics

This is centrally a class about politics. Politics means a lot of things, but it centrally means things that are controversial, conflictual, and high-stakes. I absolutely expect each of you to treat one another (and me) respectfully, even and especially where there is disagreement. Though our work will center around texts and course topics, difficult political questions are bound to arise and I expect you all to handle such questions thoughtfully, maturely, and rigorously.

University policies

Academic integrity

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic Guide". All papers submitted for credit in this course must be submitted electronically unless otherwise instructed by the professor. Your written work may be tested for plagiarized content. For details regarding academic integrity at Northwestern or to download the guide, visit: <https://www.northwestern.edu/provost/policies-procedures/academic-integrity/index.html>. Any form of cheating, including improper use of content generated by artificial intelligence, constitutes a violation of Northwestern's academic integrity policy.

Accessibility

Northwestern University is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact AccessibleNU to move forward with the university's established accommodation process (e: accessiblenu@northwestern.edu; p: 847-467-5530). If you already have established accommodations with AccessibleNU, please let me know as soon as possible, preferably within the first two weeks of the term, so we can work together to implement your disability

accommodations. Disability information, including academic accommodations, is confidential under the Family Educational Rights and Privacy Act.

Religious observance

Northwestern is committed to fostering an academic community respectful and welcoming of persons from all backgrounds. To that end, the [policy on academic accommodations](#) for religious holidays stipulates that students will not be penalized for class absences to observe religious holidays. If you will observe a religious holiday during a class meeting, scheduled exam, or assignment deadline, please let me know as soon as possible, preferably within the first two week of class. If exams or assignment deadlines on the syllabus fall on religious holidays you observe, please reach out so that we can discuss that coursework.

Prohibition of recording of class sessions by students

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University’s [Copyright Policy](#), faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display, or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording, or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.

Support for wellness and mental health

Northwestern University is committed to supporting the wellness of our students. Student Affairs has multiple resources to support student wellness and mental health. If you are feeling distressed or overwhelmed, please reach out for help. Students can access confidential resources through the Counseling and Psychological Services (CAPS), Religious and Spiritual Life (RSL) and the Center for Awareness, Response and Education (CARE). All Northwestern students are also eligible to access support at no cost through [TimelyCare](#), a virtual mental health platform that provides counseling, health coaching and 24/7 on-demand services.

Additional information on the resources mentioned above can be found here:

<https://www.northwestern.edu/counseling/>

<https://www.northwestern.edu/religious-life/>

<https://www.northwestern.edu/care/>

<https://www.northwestern.edu/studentaffairs/timelycare.html>

The Writing Place

When working on writing assignments for this class, I encourage you to visit the Writing Place, Northwestern’s peer writing center. You will work with juniors and seniors who have been trained to provide you feedback and assistance on any type of writing at any stage in the writing process. They will not edit your work. Rather, they will work with you to brainstorm ideas, organize or outline an essay, clarify your argument, document your sources correctly, or refine grammar and style.

To book an appointment, register for an account at <https://northwestern.mywconline.com/>.

Course details subject to change

Please note that the specifics of this course syllabus are subject to change in the case of unforeseen circumstances. Instructors will notify students of any changes as soon as possible. Students will be responsible for abiding by the changes.