

Government 9: The US Constitution

April 20-April 24

Time Allotment: 20 minutes per day

Student name: _____

Teacher name: Dr. Wofford

Packet Overview

Date	Objective(s)	Page Number
Monday, April 20	<ol style="list-style-type: none"> 1. Briefly describe the power to persuade. 2. Compare the informal power to persuade with the president’s formal powers listed in Article II. 	2
Tuesday, April 21	<ol style="list-style-type: none"> 1. Outline Barber’s approach to studying the presidency. 2. Briefly describe Barber’s description of the presidency as a political office. 	4
Wednesday, April 22	<ol style="list-style-type: none"> 1. Identify Barber’s thesis. 2. Outline the four steps/stages/layers of Barber’s argument. 	5
Thursday, April 23	<ol style="list-style-type: none"> 1. Briefly describe the five parts of Barber’s presidential personality. 	10
Friday, April 24	Battle of Flowers	

Additional Notes: I miss y’all! Happy reading, writing, and thinking! Holler if you have questions. 😊

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, April 20

Unit: Executive Power: Decision, Activity, Secrecy, and Dispatch

Lesson: Persuade or Command?

Lesson Socratic Question: Keep these questions in mind as you study this lesson!

What is presidential power? How does the type of power an executive needs differ from the power a legislature needs? Should executives have prerogative? How does prerogative differ from preference? Which is more powerful, persuading or commanding?

Objectives: Be able to do this by the end of this lesson.

1. Define the power to persuade.
2. Compare the informal power to persuade with the president's formal powers.

Introduction to Lesson 1

No study of Article II is complete without examining the president's paradox and presidential character. Presidents are simultaneously powerful and dependent. In the excerpt from last week, you read Richard Neustadt's articulation of this paradox. Yes, the POTUS is the symbolic leader of the free world. We look to POTUS for action and solutions. It is also true, though, that POTUS is dependent on the people for reelection, the Congress for funding, legislative action, and resolution approval and appointment confirmation, and the Court for interpretive cooperation. So, what is a president to do? Should a president use his formal powers easily and often, forcing others when possible? Should a president exercise his informal power (i.e., the power to persuade) and cajole, negotiate, and bargain when possible? Each president has carved out his own combination of formal and informal power, some with laudable results. In the presidency, unlike any other branch of the federal government, the man animates the office. As such, we need a deeper understanding of the informal power to persuade to understand the character traits require for its effective exercise.

Read and Annotate

Reread the condensed description of presidential power by Neustadt.

President Truman once remarked, "I sit here all day trying to persuade people to do the things they ought to have sense enough to do without my persuading them.... That's all the powers of the President amount to."...The President of the United States has an extraordinary range of formal powers, of authority in statute law and in the Constitution....despite his "powers" he does not obtain results merely by giving orders. He also has extraordinary status...according to the customs of our government and politics....[but] despite his status he does not get action without argument. Presidential power is the power to persuade....The limits on command suggest the structure of our government [that is, the separation of powers]....When one man shares authority with another, but does not gain or lose his job upon the other's whim, his willingness to act upon the urging of the other turns on whether he conceives the action right for him....a

President's persuasive task is to convince such men that what the White House wants of them is what they ought to do for their sake and on their authority. Persuasive power, thus defined, amounts to more than charm or reasoned argument. These have their uses for a President, but these are not the whole of his resources....The status and authority inherent in his office reinforce his logic and his charm....A President's authority and status give him great advantages in dealing with the men he would persuade....[but these] advantages are checked by the advantages of others....A President depends upon the persons whom he would persuade; he has to reckon with his need or fear of them. They too will possess status, or authority, or both, else they would be of little use to him....their power tempers his....The power to persuade is the power to bargain.

Comprehension Questions

Neustadt differentiates between the president's formal power to order/command and the president's informal power to persuade. Complete the following comprehension questions to solidify your understanding of the president's paradox. Look up the word *synonymous*. 😊

1. A president's power to persuade is synonymous with his natural charisma and charm.
 - a. TRUE
 - b. FALSE
2. President depend on those they try to persuade.
 - a. TRUE
 - b. FALSE
3. The power to persuade depends on the legal authority and cultural status given to the office of the presidency.
 - a. TRUE
 - b. FALSE
4. Presidential power is the power to _____. (Use Neustadt's precise word)
5. A president's power to persuade is synonymous with his ability to offer well-reasoned, logical arguments.
 - a. TRUE
 - b. FALSE
6. Presidents attempt to persuade others with status and authority.
 - a. TRUE
 - b. FALSE
7. The power to persuade is the power to _____. (Use Neustadt's precise word)
8. A president's persuasive task is to convince such men that what the White House wants of them is what they ought to do for their _____ and on their _____. (Use Neustadt's precise words)

Tuesday, April 21

Unit: Executive Power: Decision, Activity, Secrecy, and Dispatch

Lesson: Prerogative: Presidential Character and Judgment

Lesson Socratic Question: Keep these questions in mind as you study this lesson!

Does presidential character matter? Why or why not?

Objectives: Be able to do this by the end of this lesson.

3. Outline Barber's approach to studying the presidency.
4. Briefly describe Barber's description of the presidency as unique political office.

Introduction

Our system is built on popular sovereignty. As such, the president is a representative of the people; the presidential paradox reminds us that despite their enormous power, presidents depend on other public officials and they depend on the people. As James Barber will remind us in today's reading, presidents are also people – that is, presidents may suffer from the same foibles as the rest of us. Unlike any other office, however, the presidency is – by design – all about the occupant. Most scholars argue, *who* the president is – his character – matters a great deal. For the remainder of this week, we'll examine the seminal work on the subject, *The Presidential Character* by James Barber. Barber works to define character, identify the influences on presidential decision-making, and categorize presidents into a typology. This typology should, according to Barber, help us understand the individuals who have and will animate the office, thereby giving the American people the opportunity to make character-informed voting decisions in presidential elections. Barber's goal is not to create a meticulous chronology of individual presidents, but to systematically categorize their shared (or dramatically differing) traits to allow everyday Americans to better anticipate how presidential candidates will handle the variety of crises the president may face.

Read and Annotate

Read and annotate part I of an excerpt from *The Presidential Character* by James Barber.

The Presidential Character, part I

When a citizen votes for a presidential candidate he makes, in effect, a prediction. He chooses from among the contenders the one he thinks (or feels, or guesses) would be the best President. He operates in a situation of immense uncertainty. If he has a long voting history, he can recall time and time again when he guessed wrong. He listens to the commentators, the politicians, and his friends, then adds it all up in some rough way to produce his prediction and his vote. Earlier in the game, his anticipations have been taken into account, either directly in the polls and primaries or indirectly in the minds of politicians who want to nominate someone he will like. But he must choose in the midst of a cloud of confusion, a rain of phony advertising, a storm of

sermons, a hail of complex issues, a fog of charisma and boredom, and a thunder of accusation and defense. In the face of this chaos, a great many citizens fall back on the past, vote their old allegiances, and let it go at that. Nevertheless, the citizen's vote says that on balance he expects Mr. X would outshine Mr. Y in the presidency....To understand what actual presidents do and what potential presidents might do, the first need is to see the man whole—not as some abstract embodiment of civic virtue, some scorecard of issue stands, or some reflection of a faction, but as a human being like the rest of us, a person trying to cope with a difficult environment. To that task he brings his own character, his own view of the world, his own political style....

The presidency is a peculiar office. The founding fathers left it extraordinarily loose in definition, partly because they trusted George Washington...It is an institution made a piece at a time by successive men in the White House. Jefferson reached out to Congress to put together the beginnings of political parties; Jackson's dramatic force extended electoral partisanship to its mass base; Lincoln vastly expanded the administrative reach of the office, Wilson and the Roosevelts showed its rhetorical possibilities—in fact every President's mind and demeanor has left its mark on a heritage still in lively development.

But the presidency is much more than an institution. It is a focus of feelings....The presidency is the focus for the most intense and persistent emotions in the American polity. The president is a symbolic leader, the one figure who draws together the people's hopes and fears for the political future....

Our emotional attachment to presidents shows up when one dies in office. People were not just disappointed or worried when President Kennedy was killed; people wept at the loss of a man most had never even met. Kennedy was young and charismatic—but history shows that whenever a president dies in office, heroic Lincoln or debased Harding, McKinley or Garfield, the same wave of deep emotion sweeps across the country. On the other hand, the death of an ex-president brings forth no such intense emotional reaction.

The president is the first political figure children are aware of (later they add Congress, the Court, and others, as “helpers” of the president). With some exceptions among children in deprived circumstances, the president is seen as a “benevolent leader,” one who nurtures, sustains, and inspires the citizenry. Presidents regularly show up among “most admired” contemporaries and forebears, and the president is the “best known” (in the sense of sheer name recognition) person in the country....Obviously the president gets more attention in schoolbooks, press, and television than any other politician. He is one of very few who can make news by doing good things. His emotional state is a matter of continual public commentary, as is the manner in which his personal and official families conduct themselves. The media bring across the president not as some neutral administrator or corporate executive to be assessed by his production, but as a special being with mysterious dimensions.

We have no king. The sentiments English children—and adults—direct to the Queen have no place to go in our system but to the president. Whatever his talents...the president is the only available object for such national-religious-monarchical sentiments as Americans possess.

The president helps people make sense of politics. Congress is a tangle of committees, the bureaucracy is a maze of agencies. The president is one man trying to do a job—a picture much more understandable to the mass of people who find themselves in the same boat. Furthermore, he is the top man. He ought to know what is going on and set it right. So when the economy goes sour, or war drags on, or domestic violence erupts, the president is available to take the blame. Then when things go right, it seems the president must have had a hand in it....What all this means is that the president's main responsibilities reach far beyond administering the Executive Branch or commanding the armed forces. The White House is first and foremost a place of public leadership. That inevitably brings to bear on the president intense moral, sentimental, and quasi-religious pressures which can, if he lets them, distort his own thinking and feeling. If there is such a thing as extraordinary sanity, it is needed nowhere so much as in the White House.

Comprehension Questions

Fill in the following blanks. Use Barber's wording when possible, but feel free to paraphrase if you will convey the same meaning. The blank spaces are only space holders, not precise word for word blanks.

1. Citizens are attempting to _____ when they vote for a presidential candidate.
2. Presidents, according to Barber, are _____ like the rest of us.
3. The presidency is a tradition and a focus of _____.

Wednesday, April 22

Unit: Executive Power: Decision, Activity, Secrecy, and Dispatch

Lesson: Prerogative: Presidential Character and Judgment

Lesson Socratic Question: Keep these questions in mind as you study this lesson!

Does presidential character matter? Why or why not?

Objectives: Be able to do this by the end of this lesson.

1. Identify Barber's thesis.
2. Outline the four steps/stages/layers of Barber's argument.

Read and Annotate

Read and annotate part II of an excerpt from *The Presidential Character* by James Barber.

The Presidential Character, part II

Who the president is at a given time can make a profound difference in the whole thrust and direction of national politics. Since we have only one president at a time, we can never prove this by comparison, but even the most superficial speculation confirms the commonsense view that the man himself weighs heavily among other historical factors. A Wilson reelected in 1920, a Hoover in 1932, a John F. Kennedy in 1964 would, it seems very likely, have guided the body

politic along rather different paths from those their actual successors chose....Not only would these alternative presidents have advocated different policies—they would have approached the office from very different psychological angles....

The burden of this book [The Presidential Character] is that the crucial differences [between the decisions presidents make] can be anticipated by an understanding of a potential president's character, his world view, and his style. This kind of prediction is not easy; well-informed observers often have guessed wrong as they watched a man step toward the White House. One thinks of Woodrow Wilson, the scholar who would bring reason to politics; of Herbert Hoover, the Great Engineer who would organize chaos into progress; [and] of Franklin D. Roosevelt, that champion of the balanced budget... Spotting the errors is easy. Predicting with even approximate accuracy is going to require some sharp tools and close attention in their use. But the experiment is worth it because the question is critical and because it lends itself to correction by evidence. My argument comes in layers.

First, a president's personality is an important shaper of his presidential behavior on nontrivial matters.

Second, presidential personality is patterned. His character, world view, and style fit together in a dynamic package understandable in psychological terms.

Third, a president's personality interacts with the power situation he faces and the national "climate of expectations" dominant at the time he serves. The tuning, the resonance—or lack of it—between these external factors and his personality sets in motion the dynamics of his presidency.

Fourth, the best way to predict a president's character, world view, and style is to see how they were put together in the first place. That happened in his early life, culminating in his first independent political success.

But the core of the argument . . . is that presidential character—the basic stance a man takes toward his presidential experience—comes in four varieties. The most important thing to know about a president or candidate is where he fits among these types, defined according to (a) how active he is in office and (b) whether or not he gives the impression he enjoys his political life. [These four varieties are: active negative, active positive, passive negative, and passive positive.]

I am not about to argue that once you know a president's personality you know everything. But...the degree and quality of a president's emotional involvement in an issue are powerful influences on how he defines the issue itself, how much attention he pays to it, which facts and persons he sees as relevant to its resolution, and, finally, what principles and purposes he associates with the issue. Every story of presidential decision-making is really two stories: an outer one in which a rational man calculates and an inner one in which an emotional man feels. The two are forever connected. Any real president is one whole man and his deeds reflect his wholeness. As for personality, it is a matter of tendencies. It is not that one president "has" some basic characteristic that another president does not "have." That old way of treating a trait as a

possession, like a rock in a basket, ignores the universality of aggressiveness, compliancy, detachment, and other human drives. We all have all of them, but in different amounts and in different combinations.

Comprehension Questions

Fill in the following blanks. Use Barber’s wording when possible, but feel free to paraphrase if you will convey the same meaning. The blanks are only space holders.

1. Paraphrase Barber’s thesis.

2. Paraphrase Barber’s plan of attack (i.e., the four layers of his argument).

a. _____

b. _____

c. _____

d. _____

Thursday, April 23

Unit: Executive Power: Decision, Activity, Secrecy, and Dispatch

Lesson: Prerogative: Presidential Character and Judgment

Lesson Socratic Question: Keep these questions in mind as you study this lesson!

Does presidential character matter? Why or why not? What is presidential character?

Objectives: Be able to do this by the end of this lesson.

1. Briefly describe the five parts of Barber's presidential personality.

Read and Annotate

Read and annotate part III.A of an excerpt from *The Presidential Character* by James Barber.

The Presidential Character, part III.A

The most visible part of the pattern is **STYLE**. Style is the president's habitual way of performing his three political roles: rhetoric, personal relations, and homework. Not to be confused with "stylishness," charisma, or appearance, style is how the president goes about doing what the office requires him to do—to speak, directly or through media, to large audiences; to deal face to face with other politicians, individually and in small, relatively private groups; and to read, write, and calculate by himself in order to manage the endless flow of details that stream onto his desk. No president can escape doing at least some of each. But there are marked differences in stylistic emphasis from president to president. The balance among the three style elements varies; one president may put most of himself into rhetoric, another may stress close, informal dealing, while still another may devote his energies mainly to study and cogitation. Beyond the balance, we want to see each president's peculiar habits of style, his mode of coping with and adapting to these presidential demands. For example, I think both Calvin Coolidge and John F. Kennedy were primarily rhetoricians, but they went about it in contrasting ways.

A president's **WORLDVIEW** consists of his primary, politically relevant beliefs, particularly his conceptions of social causality, human nature, and the central moral conflicts of the time. This is how he sees the world and his lasting opinions about what he sees. **Style is his way of acting; world view is his way of seeing.** Like the rest of us, a president develops over a lifetime certain conceptions of reality – how things work in politics, what people are like, what the main purposes are. These assumptions or conceptions help him make sense of his world, give some semblance of order to the chaos of existence. Perhaps most important: a man's world view affects what he pays attention to, and a great deal of politics is about paying attention...

"Character" comes from the Greek word for engraving; in one sense it is what life has marked into a man's being. As used here, **CHARACTER** is the way the president orients himself toward life – not for the moment, but enduringly. Character is the person's stance as he confronts experience. And at the core of character, a man confronts himself. The president's fundamental self-esteem is his prime personal resource; to defend and advance that, he will sacrifice much

else he values. Down there in the privacy of his heart, does he find himself superb, or ordinary, or debased, or in some intermediate range? No president has been utterly paralyzed by self-doubt and none has been utterly free of midnight self-mockery. In between, the real presidents move out on life from positions of relative strength or weakness. Equally important are the criteria by which they judge themselves. A president who rates himself by the standard of achievement, for instance, may be little affected by losses of affection.

Character, world view, and style are abstractions from the reality of the whole individual. In every case they form an integrated pattern: the man develops a combination which makes psychological sense for him, a dynamic arrangement of motives, beliefs, and habits in the service of his need for self-esteem.

Comprehension Questions

Complete the following questions.

1. List AND define the three components of presidential personality identified thus far.

a. _____

b. _____

c. _____
