

**Government 9: The US Constitution**

April 27 - May 1

*Time Allotment: 20 minutes per day*

Student name: \_\_\_\_\_

Teacher name: Dr. Wofford

**Packet Overview**

<b>Date</b>	<b>Objective(s)</b>	<b>Page</b>
Monday, April 27	1. Define style, worldview, and character.	1
Tuesday, April 28	1. Define power situation and climate of expectations. 2. Memorize the five components of presidential personality: style, worldview, character, power situation, and climate of expectations.	3
Wednesday, April 29	1. Outline the three recurrent themes of national climate of expectations. 2. Describe the five parts of Barber's presidential personality.	4
Thursday, April 30	1. Define consent and legitimacy. 2. Explain the link between consent, legitimacy, and a citizen's duty to obey their government.	5
Friday, May 1	1. Define prerogative.	7

**Additional Notes:** 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:*

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**Academic Honesty**

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

*Parent signature:*

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## **Monday, April 27**

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

Lesson 1: Prerogative: Presidential Character and Judgment

**Lesson 1 Socratic Questions:** Keep these questions in mind as you study this lesson!

Does the man make the office? Is presidential character important? Why or why not? What characteristics do good presidents possess?

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

1. Define the five components of presidential character.

### **Introduction to Lesson**

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.

Last week, we learned style, worldview, and character are key components of presidential personality – that is, style, worldview, and character shape the way a president makes decisions and determines the decisions a president makes.

### **Reread and Annotate**

Reread Barber's definitions of these three components before we complete the puzzle of presidential personality.

#### ***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.

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### Comprehension Questions (1-2 complete sentences)

1. According to Barber, what is style?
2. What is worldview?
3. What is character?

**Tuesday, April 28**

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

Lesson 2: Prerogative: Presidential Character and Judgment

**Lesson 2 Socratic Questions:** Keep these questions in mind as you study this lesson!

Does the man make the office? Is presidential character important? Why or why not? What characteristics do good presidents possess?

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

1. Define power situation and climate of expectations.

**Read and Annotate**

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

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***The Presidential Character, Part III.B***

Presidential character resonates with the political situation the president faces. It adapts him as he tries to adapt it. The support he has from the public and interest groups, the party balance in Congress, the thrust of Supreme Court opinion together set the basic **POWER SITUATION** he must deal with. An activist president may run smack into a brick wall of resistance, then pull back and wait for a better moment. On the other hand, a president who sees himself as a quiet caretaker may not try to exploit even the most favorable power situation. So it is the relationship between President and the political configuration that makes the system tick....Besides the power mix in Washington, the president has to deal with a **NATIONAL CLIMATE OF EXPECTATIONS**, the predominant needs thrust up to him by the people.

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**Comprehension Questions** (1-2 complete sentences)

1. What is the power situation?
2. What is the climate of expectations? Your answer will likely be very short.

**Memorize**

Memorize the five components of presidential personality: style, worldview, character, power situation, and climate of expectations. One simple way to do this is to write and rewrite the five components. Use this space for the memorization task.

## Wednesday, April 29

Unit: Executive Power: Decision, Activity, Secrecy, and Dispatch  
Lesson 3: Prerogative: Presidential Character and Judgment

**Lesson 3 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. Outline the three recurrent themes of national climate of expectations.
2. Briefly describe the five parts of Barber's presidential personality.

### **Introduction to Lesson 3**

We spent very little time on the climate of expectations during the last lesson. This is, perhaps, the most accessible and complex piece of Barber's presidential personality puzzle. The climate of expectations is, in short, what the people demand of their president.

### **Read and Annotate**

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

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#### *The Presidential Character, Part IV*

There are at least **three** recurrent themes of the national climate of expectations.

First, people look to the president for reassurance, a feeling that things will be all right, that the president will take care of his people. The psychological request is for a surcease of anxiety. Obviously, modern life in America involves considerable doses of fear, tension, anxiety, worry; from time to time, the public mood calls for a rest, a time of peace, a breathing space, a "return to normalcy."

Second, is the demand for a sense of progress and action. The president ought to do something to direct the nation's course—or at least be in there pitching for the people. The president is looked to as a take-charge man, a doer, a turner of the wheels, a producer of progress— even if that means some sacrifice of serenity.

A third type of climate of expectations is the public need for a sense of legitimacy from, and in, the presidency. The president should be a master politician who is above politics. He should have a right to his place and a rightful way of acting in it. The respectability—even religiosity—of the office has to be protected by a man who presents himself as defender of the faith. There is more to this than dignity, more than propriety. The president is expected to personify our betterness in an inspiring way, to express in what he does and is (not just in what he says) a moral idealism which, in much of the public mind, is the very opposite of "politics."

Over time the climate of expectations shifts and changes. Wars, depressions, and other national events contribute to that change, but there also is a rough cycle, from an emphasis on action

(which begins to look too “political”) to an emphasis on legitimacy (the moral uplift of which creates its own strains) to an emphasis on reassurance and rest (which comes to seem like drift) and back to action again...The point is that the climate of expectations at any given time is the political air the President has to breathe. Relating to this climate is a large part of his task....

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### **Outline**

1. Outline the three themes or types of expectations presidents may encounter.
2. Which do we live in and why? (1-2 sentences)
3. After less than five minutes of review, list and define the five pieces of presidential personality.
4. Select the most important. Defend your selection in a minimum of three sentences.

### **Thursday, April 30**

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

Lesson 4: Prerogative: Presidential Character and Judgment

**Lesson 4 Socratic Questions:** Keep these questions in mind as you study this lesson!

What makes a government legitimate? When do citizens have to obey their government? When are they justly exempt from this obligation?

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

3. Define consent and legitimacy.
4. Explain the link between consent, legitimacy, and a citizen's duty to obey their government.

### Introduction to Lesson 4

The decision-making process is an act of judgment. Barber's argument about presidential personality demands that the president have some range of unilateral judgment (or decision-making ability). This judgment is called prerogative (or prerogative power). That concept comes to us in articulable form via John Locke in his *Second Treatise on Government*. Written in 1688-9 on the heels of the English Civil War, the *Second Treatise* informed America's founding documents in a way few others have. Let's review a little bit about consent and legitimacy before we define prerogative.

### Read and Annotate

Read and annotate the following secondary source material. Treat it like class notes.

#### *CONSENT AND THE LEGITIMACY OF THE STATE*<sup>1</sup>

*To say that a form of government is legitimate is to say that it has a right to enact laws and enforce them via coercion. If a form of government is legitimate, then citizens have a duty to obey it—its police, judges, laws, etc.*

*For Locke there are two separate conditions that a government has to satisfy in order for a citizen to have a duty to obey it:*

1. *It must respect and protect its citizens' natural rights to life, liberty, and property.*
2. *It must enjoy the consent of that citizen.*

*Each condition is necessary; neither is by itself sufficient. Hence, if you consent to a form of government that violates either your own or other people's natural rights, you have no duty to obey it. You also do not have a duty to obey a government that excels at protecting everyone's natural rights if you did not consent to its authority.*

### Comprehension Questions

1. Define necessary:
  
  
2. Define sufficient.

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<sup>1</sup> Locke notes taken from Dr. Cary Nederman's lecture notes in the political theory graduate course series at TAMU.

3. Explain the difference between necessary and sufficient (1-2 complete sentences).
4. Define consent: \_\_\_\_\_
5. Define legitimacy: \_\_\_\_\_
6. According to Locke (and the American Founders), citizens are only obligated to obey a government that has (or does) these two things:

### **Friday, May 1**

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

Lesson 5: Prerogative: Presidential Character and Judgment

**Lesson 5 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.

2. Define prerogative.

### **Introduction to Lesson 4**

Remember, the decision-making process is an act of judgment. If an executive's decisions (i.e., judgments) are to have any power, Locke argues, they must be legitimate (just like the government in which that executive serves). Locke gives us the criteria for a legitimate government worthy of a citizen's loyalty and obedience (see Thursday's lesson). He builds on this criteria to offer a specific definition of when executive judgment (often secretive and quick by virtue of the position's responsibility for national defense) should be considered legitimate and just. This criteria is covered in the umbrella term, prerogative.

### **Read and Annotate**

Read and annotate sections 159-162 of Chapter 14 in Locke's *Second Treatise on Government*.

*159. When the legislative and executive powers are in distinct hands (as they are in all moderated monarchies and well-formed governments), the good of the society requires that various things should be left to the discretion of the executive. The legislators can't foresee and make legal provision for everything that may in future be useful to the community, so the executor of the laws—having the power in his hands—has by the common law of nature a right to make use of it for the good of the society in many cases of difficulty where the existing law doesn't deal with the difficulty—until the legislature can conveniently be assembled to make laws that do. There are many things that the law*



*can't possibly provide for, and those must be left to the discretion of him who has the executive power in his hands. . . . Indeed, it is appropriate that the laws themselves should in some cases give way to the executive power, or rather to the fundamental law of nature and government that All the members of the society are to be preserved as much as may be [here = 'as far as is reasonably possible'].*

*Many events may occur in which a strict and rigid adherence to the laws may do harm; for example, a house is burning and the fire can be stopped from spreading by pulling down the house next door, which is against the law. Again, a man may come within the punitive reach of the law (which doesn't distinguish one person from another) through an illegal action that deserves reward and pardon; so the ruler should have a power to mitigate the severity of the law and pardon some offenders. Since the purpose of government is the preservation of all as much as may be, even the guilty should be spared when this will do no harm to the innocent.*

**160.** *The word 'prerogative' is the name for this power to act according to discretion, for the public good, without the support of the law and sometimes even against it.*

**161.** *This power, while employed for the benefit of the community and in accordance with the trust and purposes of the government, is an undoubted prerogative that the executive has, and it is never called into question. The people seldom if ever think with careful precision about the executive's prerogative. They are far from examining it as long as it is used to some extent for and not obviously against the good of the people. If a question does arise between the executive power and the people about something claimed as a prerogative, the dispute is easily decided by considering whether the disputed exercise of the prerogative tends to the good or to the harm of the people.*

**162.** *It is easy to conceive that in the early days of governments, when commonwealths were not much bigger than families, they had very few laws; their governors were like fathers watching over them for their good, and the government was almost all prerogative. A few established laws were all that was needed, and the ruler's discretion and care supplied the rest. But when weak monarchs were led to use this power for their own private ends and not for the public good (being led to this by their own mistakes, or by the flattery of others), the people had to have laws that explicitly set limits to the prerogative with respect to matters in which they had found it working to their disadvantage. Thus the people found that they had to declare limitations of prerogative, where previously they and their ancestors had given the utmost latitude to monarchs who used the latitude only in the right way, namely for the good of their people.*

**Reading Locke is no easy task. For today, all you need to do is read, annotate, and answer this single comprehension question.**

1. Define prerogative. Use Locke's work, NOT the class notes (2-3 sentences).