

The Politics of National Memory Syllabus – Fall 2023

Updated 11.14.2023

Course Information

PSCI 4373

The Politics of National Memory

Fall 2023

Tuesday 6:30-9:30 pm

Class meets at the Archer Center and on-site as noted on the National Mall



Professor Contact Information

Professor

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Lecturer Contacts

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Note: To ensure student privacy, and in accordance with FERPA guidelines, all official communications via email should be conducted using the UTD email addresses. Faculty will return your email or telephone call within 24 hours. If you do not hear back, please assume your message or email never arrived, and call or write again.

Course Prerequisites, Co-requisites, and/or Other Restrictions

Acceptance into the Archer Fellowship Program

Course Description

This course uses the National Mall, which we define as the area between Arlington National Cemetery and Capitol Hill, as a classroom, textbook, and laboratory to explore and interrogate the stories that the United States tells about itself. In each class, we connect physical tokens of memory (e.g., monuments, statues, and museums) with selected readings to facilitate student engagement with difficult but essential civic and political questions: What is democracy? What is truth? What do we owe each other? How do we use our country's past to inform and shape its future, striving towards the ideals set out at its inception? How do we both reconcile the low points in America's history and amplify its moments of glory and pride to shape a more perfect Union? How do we reconcile the America that is with the America we aspire to be? In doing so, we seek to encourage students to acquire a lifelong relationship with the nation's capital; feel competent and excited about "reading" statues, memorials and museums no matter where they are; and acquire critical and analytic skills that enhance their confidence and effectiveness as citizens in a democracy.

The course focuses on the politics of national memory by fostering an ongoing, critical conversation—in class, in discussion groups, and beyond the academic setting—about the narratives that underlie the American experience. Along with visiting many of these sites, students will use historical analysis, science reports; a range of art forms—poetry, fiction, theater, sculpture, video and other visual media—as well as primary texts to inform and stimulate their thinking.

As the semester proceeds, students are asked to reflect upon and explore their personal experience of the National Mall, and many of the structures that define Washington and national memory today.

Class Themes and Tactics

In this class, we break down and deconstruct the social, historical, and ideological structures behind the stories and narratives that we tell about ourselves. That is what we mean by the politics of national memory.

The lectures this semester will revolve around the following themes:

- THE DREAM – What is the American dream? How did it begin? How has it evolved? What is it today?
- OUR IDENTITY – Who are “we the people”? What does it mean to be “a people”? Who is included? What does it mean to be a “we”? How has the “we” evolved?
- OUR LEGACY – What does one generation owe another? Statues (looking back). What do we owe the future? What do we do now to take care of ourselves?
- OUR RESPONSIBILITY What is our responsibility to the rest of the world? What is our place in it? How do we exercise our responsibilities?

The lectures will also integrate tactics that fellows can apply at work, home, and in communities. The tactics include:

- Using narratives to build bridges

- Disagreeing in a generative way (deep canvassing)
- Expanding the conflict (coalition building, changes dynamics)
- Interrogating the how, when, and why of change making

Student Learning Objectives/Outcomes

Through an examination of storytelling, readings, discussions and first-hand experiences students will learn three primary skills:

1. How to “read” components of the National Mall using **Statue Literacy, Memorial Literacy, and Museum Literacy**—rules that we can use to understand how tokens of national memory came into being and to acquire meaning; and how each token invites us to participate in the creation of new meaning today.
2. Recognize and understand the key American narratives and how they influence the concepts of **“democracy;” “truth;” and “equality.”** With these definitions students will:
 - a. better understand the nature of democracy, particularly American democracy;
 - b. see why democracy must seek the truth about its own past and how it attempts to do that;
 - c. decipher how what we as society remember relates— through stories—to what really happened;
 - d. analyze the degree to which arguments about the reality of the past directly connect to the trajectory of the future; and
 - e. explore (as emphasized on the Mall) art and science as distinct avenues to truth.
3. **“Think in Time” about societal and public policy issues;** have a reliable, systematic, and accurate way to apply practical lessons (i.e., tactics) from the past.

Required Textbooks and Material

The following will be posted to the PSCI 4373 Teams channel (click [here](#) to reach the Teams channel):

- Portraits Podcast (Transcript) – Lopsided, With Jill Lepore (Season 1, Episode 1)
- Portraits Podcast (Audio) – Un-forgetting History, With Hung Liu (Season 3, Episode 10)
- 1782: Thomas Jefferson: Notes from Virginia (selected excerpts)
- 1876: Frederick Douglass: Speech at Dedication of Emancipation Memorial
- 1908: Theodore Roosevelt, “Conservation as a National Duty,” Speech Text
- 1941: State of the Union Address, FDR (Transcript)
- 1961: John F. Kennedy Inaugural Address, 1961
- 1962: Thomas Kuhn: The Structure of Scientific Revolutions (selected excerpts)
- 1964: Warren Commission Report (Chapter 1)
- 2014: Naomi Oreskes and Erik Conway: The Collapse of Western Civilization
- 2017: The Debate Over Executive Orders Began with Teddy Roosevelt’s Mad Passion for Conservation, Smithsonian Magazine
- 2019: A Fool’s Errand: Creating the National Museum of African American History and Culture in the Age of Bush, Obama, and Trump (Chapter 8)
- 2017: 4 lessons for today’s Women’s Marchers from the suffrage movement, by Corrine McConaughy
- 2019: Congress has a record number of mothers with children at home. This is why it matters. By Julia Marin Hellwege and Lisa A. Bryant
- 2020: She was the glamorous face of suffrage. Then she became its martyr, by Diane Bernard
- 2021: Jeff Bezos Donates \$200 million to Air and Space Museum in largest gift to the Smithsonian since its founding, Washington Post
- 2022: Anand Giridharadas: The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy (selected excerpts)

- 2022: Introduction to the 2022 National Security Strategy, White House
- 2022: The Long March Toward A National Latino Museum, New Yorker

In addition: To encourage critical and creative thinking (Walt Whitman tells us that “poetry is the shortest distance between reality and the human heart”), we will begin each class by discussing a poem.

Suggested Course Materials

Weather-appropriate clothes, comfortable walking shoes, and an inquisitive mind. Also, plan to bring food/beverages for your dinner/supper.

Class Structure and Principles

Role of Lecturers

Each Lecturer will be assigned to a Discussion Group of up to twelve (12) students. The Discussion Group assignments will be posted on Teams. The Lecturers will assess their students’ engagement and participation in the course, including review and grading of written assignments. Lecturers are available for discussions, to answer questions, and to address concerns. Students who wish to meet with any of the lecturers should schedule a meeting with the Lecturer outside of class (these will serve as the Lecturers’ office hours).

Graded Assignments

Each week, your lecturer will assess your participation in the class Discussion Group. Your lecturer will also assess and provide feedback on written assignments. **Students are required to submit at least three, 1-page (Arial, pt 12, 1.15 space) essays over the course of the semester, as described in the assignment table below.** Essays are due to your lecturer at 11:59 pm on the Sunday following the lecture. Students can only write one essay on a topic that their lecturer presented.

#	Class Date/time	Topic	Location	Lecturer	Assignment	DUE 11:59 pm
6	Tues Sep 19, 6:30-9:30 pm	Political Institutions: Made by and for whom?	Archer Center	Dr. Nugent	Thinking about your internship placement, how would you describe the physical and cultural characteristics of the institution? Is there an implied “somatic norm” that you have detected? How has this affected your internship?	9/24
7	Wed Sep 27, 7:30-9:30 pm	Something Moving: A Meditation on Maynard	Ford’s Theatre	All	How does Pearl Cleage use time and memory to explore and underscore the significance of Maynard’s election? What other experience, moment in time, or milestone in America do you think deserves a similar exploration and underscoring?	10/1

#	Class Date/time	Topic	Location	Lecturer	Assignment	DUE 11:59 pm
8	Tues Oct 3, 6:30-9:30 pm	What Does One Generation Owe to the Next?	Teddy Roosevelt Island	Dr. Reinemeyer	Based on everything we discussed and your own experiences: what sacrifices should your generation make for the next (if any)? What do you plan to do to make that happen (if anything)?	10/8
9	Tues Oct 17, 6:30-9:30 pm	Science and Art on the National Mall, and the Pursuit of Truth	Smithsonian Castle Garden	Dr. Conrado	What do you believe the purpose and function of science museums should be? What about art museums? How does this compare with how they operate and are perceived now? What could be done to close this gap?	10/22
10	Tues Oct 24, 6:30-9:30 pm	Icons: Who Are Our 'Founders' and How Should They Be Remembered?	Emancipation Memorial	Prof. Mbyrukira	Identify an individual that is not memorized on the Mall (i.e., someone who is not memorialized in a statute, plaque, museum, or memorial) that made a significant contribution to the America we live in today, but is often not recognized for the contribution. What contribution did the person make and why do you think the contributions are often overlooked?	10/29
11	Tues Oct 31, 6:30-9:30 pm	Panel Discussion on Hispanic Heritage	Verizon Tech and Policy Center	Prof. Mbyrukira	What role should museums like the NMAAHC and the upcoming Latino museum play in the debate over how America reckons with its racial past? Also, what is the difference, in terms of impact, between teaching the history of American slavery in an AP History class and curating an exhibition on the same in a museum?	11/5

#	Class Date/time	Topic	Location	Lecturer	Assignment	DUE 11:59 pm
12	Tues Nov 7, 6:30-9:30 pm	Women: A Part and Apart	Lafayette Square, and then Archer Center	Dr. Nugent	A Smithsonian 'American Women's History Museum' has been authorized by Congress. Thinking especially about the history of women on the National Mall, what should be prioritized or incorporated into this new museum?	11/12
13	Tues Nov 14, 6:30-9:30 pm	Foreign Policy: Roosevelt and the Four Freedoms	Franklin Roosevelt Memorial UPDATE 11/13: Meet at Archer Center	Dr. Reinemeyer	Do the Four Freedoms make sense today? Psychologist <u>Stephen Pinker</u> , the <u>Long Peace theory</u> (14:25), and Economist <u>Charles Kenny</u> argue that we have significantly progressed in all four areas. Have we effectively 'dealt with' these problems? Are there new challenges we should focus on instead?	11/19
1415	UPDATE: Meet on Tues Nov 28 24, 6:30-9:30 pm	John F. Kennedy's Assassination: A Case Study in Meaning Making	Archer Center Kennedy Center (Art and Ideas Exhibit)	Prof. Mbyirukira	The assassination of JFK means many things to many people. What was your understanding of the significance or impact of JFK's death before the lecture? Describe one aspect of American life or politics that you think would be different if JFK had not been assassinated.	12/3
1514	UPDATE: Meet on Tues Nov 21 28, 6:30 - 9:30 pm	Science and Society: Combating Misinformation, Facing Crises, and Strengthening Democracy	Albert Einstein Statue (or Archer Center in case of inclement weather)	Dr. Conrado	Think of one critical scientific controversy (real or imagined) or prevalent piece of misinformation. What is your position on the matter? How did you come to this position? How would you engage with someone whose beliefs on the matter differ from yours to try and help them understand the truth?	11/26
16	Tues Dec 5, 4:30 pm	Sunset Class	National Archives	All	None	

During class-time, and throughout the semester, periodic assessments may be made to verify that you are doing the reading and learning the basic concepts of the course.

Grading Policy

Final grades are based on your attendance and participation in class, in addition to your Lecturer's assessment of your written assignments and your contributions to your discussion group. The midterm and final grades will be determined by Prof. Mbyrukira based on your class attendance (60% of grade), written assignments (30% of grade), and classroom participation (10% of grade).

Students who display excellence through class participation and written work will receive an A. Students with three (3) or more unexplained absences or tardies will receive no more than a C grade for the semester.

An excellent written assignment should be an engaged response to what you have read and/or class discussion. As such, a summary is not sufficient. Some kind of argument must be offered. This could take several forms, including:

- Critique - noting a flaw or something you think is missing in the piece.
- Support - offering reason(s) as to why this is a useful or important article.
- Comparison - with another political system or country(s). Explain how the argument or description offered differs from another political context.

Your response should conclude with a few suggestions of questions for in-class discussion.

Final grades will be reported to your home UT System institution by **December 12, 2023**, and posted in accordance with their respective grade submission deadlines.

Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local DC public health agencies that are in effect at that time during the Fall 2023 semester.

Course Policies

Reading Materials

The instructors will provide reading materials that will be made available to all students registered for this class. These materials may be downloaded during the course; however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved accommodation issued by the UTD AccessAbility Resource Center. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Attendance

Regular and punctual class attendance is expected. Absences or tardiness due to work/internship requirements or illness will be excused but will require completion of a make-up assignment to receive credit. Students who have an excuse to miss a lecture must **inform the Lecturer in charge of their Discussion Group at least 24 hours before the expected absence and complete the make-up assignment.** The make-up assignment is to complete the written assignment for the week of the missed class. This would be in addition to required essays. Failure to communicate with your lecturer in a timely fashion about an absence or tardy is unprofessional and will negatively impact your grade.

Class Participation

Regular class participation is expected. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in groups or other activities during class that solicit your

feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the UTD AccessAbility Resources Center has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved accommodation from the UTD AccessAbility Resources Center. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Note: The instructor may record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law.

Classroom Citizenship

All students and faculty are expected to adhere to the Archer Fellows guiding principles outlined here (also discussed during your pre-departure orientation training):

Guiding Principles for Archer Fellows – See page 8 in the Guidebook

- Archer Fellows represent not only themselves, but their home institutions, the Archer Center, the UT System, and the State of Texas.
- The Archer Center expects all Archer Fellows to abide by the highest standards of conduct, demonstrating the utmost integrity, character, respect, and professionalism.
- The Archer Center is committed to ensuring a diverse cohort and learning environment by selecting students with varying backgrounds, interests, fields of study, and political perspectives.
- The Archer Center is committed to bringing together students who value constructive and respectful dialogue among individuals and groups with varying ideas.
- Archer Fellows are expected to respect varying political, personal, and religious beliefs within the cohort and throughout the program.
- As an educational program, the Archer Center sees all aspects of the Archer Fellowship experience as an opportunity for learning: from the application and internship search process to the academic, networking, professional and fellowship opportunities provided throughout the semester.
- The Archer Center and Archer Fellows have a shared commitment to open, honest, and timely communication.

Archer Guiding Principles

Appreciation
Responsibility
Character
Humility
Enthusiasm
Respect

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: “As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students. Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus. Please review the catalog sections regarding the credit/no credit or pass/fail grading option and withdrawal from class.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Academic Calendar & Class Schedule

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SECTION 1: DREAM & IDENTITY
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Class 1a: Monday, August 28, 7:30 am-9 am

All Faculty

Sunrise at the Lincoln Memorial

The Lincoln Memorial is the most visited site in Washington, D.C. For many, it is a sacred space where people gather to call upon America to live up to its ideals. It is famously the site where Martin Luther King, Jr. gave his “I Have a Dream” speech on August 28, 1963.

Activity: What is your dream for the semester?

Reading: Background on the March on Washington (August 28, 1963)

Class 2 (Capital/Dupont): Wednesday, August 30, 2:00pm - 5:00pm

Capital & Dupont (Dr. Nugent & Prof. Mbyirukira for Dr. Reinemeyer)

Visit the National Portrait Gallery (8th and G Streets NW)

The National Portrait Gallery’s mission is to “tell the story of America by portraying the people who shape the nation’s history, development and culture.” We will break out into teams where you will select a collection or piece from the Gallery and share with the class the story it tells about America.

Reading:

- *Portraits Podcast (Transcript) – Lopsided, With Jill Lepore (Season 1, Episode 1) - <https://npg.si.edu/podcasts/lepore>*
- *Optional: Portraits Podcast (Audio) - Un-forgetting History, With Hung Liu (Season 3, Episode 10)- <https://npg.si.edu/podcasts/Un-forgetting%20History>*

Class 2 (Anacostia/Dupont): Thursday, August 31, 2:00pm - 5:00pm
Anacostia & Brookland (Dr. Reinemeyer for Dr. Conrado; and Prof. Mybirukira)
Visit the National Portrait Gallery (8th and G Streets NW)

The National Portrait Gallery's mission is to "tell the story of America by portraying the people who shape the nation's history, development and culture." We will break out into teams where you will select a collection or piece from the Gallery and share with the class the story it tells about America.

Reading:

- Portraits Podcast (Transcript) – Lopsided, With Jill Lepore (Season 1, Episode 1)
- Optional: Portraits Podcast (Audio) - Un-forgetting History, With Hung Liu (Season 3, Episode 10)

Class 3: Tuesday, September 05, 10:00am - 1:00pm
National Museum of African American History and Culture

Prof. Mbyirukira & Dr. Conrado

All Sections – Meet at National Museum of African American History and Culture (outside entrance at 10am)

Lunch provided – Sweet Home Café

While in the Museum, we will break into teams where each will address: What does Museum Literacy tell you about this museum? Find something in the Museum and use it to Think in Time.

Reading:

- A Fool's Errand: Creating the National Museum of African American History and Culture in the Age of Bush, Obama, and Trump (Chapter 8)

Class 4 (Capital/Dupont): Wednesday, September 06, 10:00am - 12:00pm

Visit the National Air & Space Museum (600 Independence Ave. SW)

Dr. Conrado for Dr. Reinemeyer; and Dr. Nugent

Using your Museum Literacy skills, look for examples of how this museum presents the relationship between scientific breakthroughs/progress and: the military industrial complex; our national identity of entrepreneurship and independence; our relationships with other nations; and the government's role in fostering or regulating this progress. What truths and values do these narratives convey? In your opinion, are they accurate? If not, can you devise a better way for the Museum to present this history?

Reading:

- Jeff Bezos Donates \$200 million to Air and Space Museum in largest gift to the Smithsonian since its founding, Washington Post (July, 2021)- https://www.washingtonpost.com/entertainment/museums/bezos-smithsonian-donation-air-and-space-museum/2021/07/14/405ac38a-e4c2-11eb-b722-89ea0dde7771_story.html

12:15 pm – Picnic lunch provided outside the Museum of American Indian

Class 4 (Anacostia/Brookland): Thursday, September 07, 10:00am - 12:00pm

Visit the National Air & Space Museum (600 Independence Ave. SW)

Dr. Reinemeyer for Prof. Mybirukira; & Dr. Conrado

Using your Museum Literacy skills, look for examples of how this museum presents the relationship between scientific breakthroughs/progress and: the military industrial complex; our national identity of entrepreneurship and independence; our relationships with other nations; and the government’s role in fostering or regulating this progress. What truths and values do these narratives convey? In your opinion, are they accurate? If not, can you devise a better way for the Museum to present this history?

Reading:

- Jeff Bezos Donates \$200 million to Air and Space Museum in largest gift to the Smithsonian since its founding, *Washington Post* (July, 2021)- https://www.washingtonpost.com/entertainment/museums/bezos-smithsonian-donation-air-and-space-museum/2021/07/14/405ac38a-e4c2-11eb-b722-89ea0dde7771_story.html

12:15 pm - Picnic lunch provided outside the Museum of American Indian

Class 5: Tuesday, September 12, 6:30-9:30pm

All Faculty (Archer Center)

Engaging Across Differences

Reading:

- Reading: Anand Giridharadas: *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy* (selected excerpts)

Set ground rules for upcoming discussions; large and small group discussions on how to engage across differences; tips from both lecturers and students.

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SECTION 2: RESPONSIBILITY & LEGACY

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Class 6: Tuesday, September 19, 6:30-9:30pm

Dr. Nugent (Archer Center)

Political Institutions: Made by and for whom?

Reading: Congress has a record number of mothers with children at home. This is why it matters. By Julia Marin Hellwege and Lisa A. Bryant

Class 7: Wednesday, September 27, 6:30 - 9:30pm

Ford’s Theatre

Location - 511 Tenth Street NW

Something Moving: A Meditation on Maynard

**Meet at entrance to Ford’s Theatre at 6:30 pm*

Reading: “New Play by Pearl Cleage Marks 50th Anniversary of a Milestone”

Class 8: Tuesday, October 03, 6:30-9:30pm

Dr. Reinemeyer (Theodore Roosevelt Island)

What Does One Generation Owe the Next?

Location –Theodore Roosevelt Island is located in the Potomac River just east of Washington, D. C. Take the metro to the Rosslyn station and walk approximately one mile via the Mount Vernon Trail to a foot-bridge that leads to the island. **You can also drive**, though you must park in a parking lot along the George Washington Memorial Parkway. Access to the parking lot is from the northbound lane only.”

Reading:

- Theodore Roosevelt, “Conservation as a National Duty,” Speech Text - <https://voicesofdemocracy.umd.edu/theodore-roosevelt-conservation-as-a-national-duty-speech-text/#:~:text=As%20a%20people%20we%20have,destruction%20of%20such%20resources%20or>
- *The Debate Over Executive Orders Began with Teddy Roosevelt’s Mad Passion for Conservation*, Smithsonian Magazine - <https://www.smithsonianmag.com/history/how-theodore-roosevelts-executive-orders-reshaped-countryand-presidency-180962908/>

***No class Tuesday, October 10**

Class 9: Tuesday, October 17, 6:30-9:30pm

Dr. Conrado (Smithsonian Enid Haupt Garden)

Science and Art on the National Mall, and the Pursuit of Truth

Location - The garden is at Independence Avenue SW and L'Enfant Plaza SW, next to the Smithsonian Castle.

Readings:

- Thomas Kuhn: *The Structure of Scientific Revolutions* (selected excerpts)

Class 10: Tuesday, October 24, 6:30-9:30pm

Prof. Mbyirukira (Emancipation Memorial)

Icons: Who Are Our ‘Founders’ and How Should They Be Remembered?

Location - Lincoln Park Dr NE

Reading:

- Frederick Douglass: *Speech at Dedication of Emancipation Memorial*- <https://housedivided.dickinson.edu/sites/teagle/texts/frederick-douglass-speech-at-dedication-of-emancipation-memorial-1876/>
- *Select excerpts from Notes from Virginia by Thomas Jefferson*

Class 11: Tuesday, October 31, 6:30-9:30pm

Prof. Mbyirukira (Verizon Technology and Policy Center)

Panel Discussion on Hispanic Heritage

Location - 1300 I Street NW, Suite 500

Readings:

- *The Long March Toward A National Latino Museum*, New Yorker (October, 2022)- <https://www.newyorker.com/news/daily-comment/the-long-march-toward-a-national-latino-museum>

Class 12: Tuesday, November 07, 6:30-9:30pm

Dr. Nugent (Lafayette Square at corner of Pennsylvania Ave NW & 16th St NW, then Archer Center)

Women: A part and apart

Location – meet at Lafayette Square, across from the White House at 6:30 pm.

Readings:

- [She was the glamorous face of suffrage. Then she became its martyr, by Diane Bernard](#)
- [4 lessons for today's Women's Marchers from the suffrage movement, by Corrine McConnaughy](#)

Class 13: Tuesday, November 14, 6:30-9:30pm

Dr. Reinemeyer (Franklin Delano Roosevelt Memorial)

Foreign Policy: Roosevelt and the Four Freedoms

Location – West Potomac Park

Activity: Why do we intervene and when? Why do we use different tools for different fights? The roots are all in the Four Freedoms

Reading:

- State of the Union Address, FDR (Transcript) - <https://www.archives.gov/milestone-documents/president-franklin-roosevelts-annual-message-to-congress>
- Introduction to the 2022 National Security Strategy, White House - <https://www.whitehouse.gov/wp-content/uploads/2022/10/Biden-Harris-Administrations-National-Security-Strategy-10.2022.pdf>

Class 14: Tuesday, November 21, 6:30-9:30pm

Dr. Conrado (Albert Einstein Statue)

Location - 2101 Constitution Ave. NW

Science and Society: Combating Misinformation, Facing Crises, and Strengthening Democracy

Reading:

- Naomi Oreskes and Erik Conway: *The Collapse of Western Civilization*

Class 15: Tuesday, November 28, 6:30-9:30pm

Prof. Mbyirukira (Kennedy Center, Arts and Ideals Exhibit Hall)

John F. Kennedy's Assassination: A Case Study in Meaning Making

Reading:

- Warren Commission Report (Chapter 1)- <https://www.archives.gov/research/jfk/warren-commission-report/chapter-1>
- John F. Kennedy Inaugural Address, 1961- <https://www.archives.gov/milestone-documents/president-john-f-kennedys-inaugural-address>

Class 1b: Tuesday, December 5, 4:30 pm-6:00 pm

All Faculty (National Archives)

Sunset Class and Reception

*Meet at Constitution Avenue steps to National Archives for the concluding class.