

# *Beyond Congress and the White House Washington, D.C. as Textbook*

Fall Semester 2009



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*There are mighty monuments of our power which will make us the wonder of this and of succeeding ages; we shall not need the praises of Homer ... for we have ... everywhere planted eternal memorials.*

*....instead of looking at discussion as a stumbling-block in the way of action, we think it an indispensable preliminary to any wise action at all.... We present the singular spectacle of daring and deliberation....*

Pericles to the democratic assembly of Athenian citizens, 431 BC

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## **Professor Contact Information**

Joel L. Swerdlow, Ph.D.  
[joel@jswerdlow.com](mailto:joel@jswerdlow.com)  
Cell: 202-549-8111

I will always return your email or telephone call within 24 hours. If you do not hear from me, please assume that your message was electronically lost. Please call or write again.

**Office Hours:** I will always meet with you at a time that does not conflict with your internship. Call or write to make an appointment.

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### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Acceptance into the Archer Fellowship Program

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### **Course Description**

We try to find what Washington, DC has to teach us about our democracy and what does and does not make the United States special.

Our principal textbook is a series of walks that take us from Section 60 of Arlington National Cemetery to the main reading room of the Library of Congress. While “reading” and discussing this textbook, we identify and learn to use tools that empower us citizens.

To the degree possible, this class will be coordinated with other classes you take in the Archer Program.

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### **Student Learning Objectives & Outcomes**

**Upon completing the course students will be able to:**

- Utilize new critical reading, talking and writing skills.
  - Be more confident in forming and making arguments and expressing opinions.
  - Identify the basic components of political power in Washington, D.C., especially the relationship between public opinion and the U.S. Constitution.
  - Understand how the “past” is an ever-changing part of the present.
  - Apply basic concepts--“directionality,” “presentism,” “certification,” “meta-narrative,” “economic growth,” and “50-year today”--to today’s political and public policy debates.
  - Relate their internship experiences to the subjects they study in the classroom.
  - Recognize how “ordinary” people often change history.
  - Understand how technology has —and has not—changed democracy.
  - Decipher how cultural and politics shape monuments in Washington, D.C.
  - Assess the importance of Washington, D.C. to America’s democratic experience.
  - Enjoy feelings of pride in and ownership of the areas we use as our “textbook.”
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## Required Readings

*Required readings will be assigned each week; other readings may be added. Required readings are classics that will remain useful and stimulating long after you complete your formal education.*

(in chronological order, not the order they will be assigned)

- Thucydides, “Pericles’ Funeral Oration” (431 BC) [excerpt]
- Plato, “The Allegory of the Cave” Book VII, *The Republic* (360 BC)
- Aristotle, *The History of Animals* (350 BC) Book V [excerpt]
- Adam Smith, “Fear of Offending the People” *The Wealth of Nations* (1776) [excerpt]
- Patrick Henry, *Speeches Before the Virginia Ratifying Convention* (June 5, 1788)
- James Madison, *The Federalist* No. 51 (1788)
- Thomas Jefferson, Letter to James Madison (September 6, 1789)
- Charles Francis Adams, “The Madison Papers.” *North American Review* (1841)
- Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852) [excerpt]
- Abraham Lincoln, *Second Annual Message* (December 1, 1862)
- Abraham Lincoln, “Letter to Erastus Corning and Others” (June 12, 1863)
- Hon. L. W. Powell, “Military Interference with Elections” (March 3 and 4, 1864)
- Lewis Carroll, *Alice’s Adventures in Wonderland* (1865) [excerpt]
- Frederick Douglass, “Oration in Memory of Abraham Lincoln” (April 14, 1876)
- Walt Whitman, “By Blue Ontario’s Shore” (1881) [adaptation]
- James Bryce, *The American Commonwealth* (1893) [excerpt]
- Justice John Marshall Harlan, Dissenting Opinion *Plessy v. Ferguson* (May 18, 1896)
- Mark Twain, “The United States of Lyncherdom” (1901)
- William James, “The Moral Equivalent of War” (1906)
- Clarence Darrow Questions William Jennings Bryan at the Scopes Trial (July 20, 1925)
- William Jennings Bryan, “Closing Statement at the Scopes Trial” (never delivered; 1925)
- Herbert Hoover, “Campaign Address” (October 22, 1928)
- James Truslow Adams, “What of ‘The American Dream’?” (May 14, 1933)
- Norman Thomas, “America and The War” (June 29, 1941)
- “Navy Man Pleads for Aid for Mother; Joins With Brother Here in Seeking Penicillin to Save Parent, Now Near Death,” *N.Y. Times* (December 12, 1943)
- Franklin D. Roosevelt, “State of the Union Message to Congress” (January 11, 1944)
- George Orwell, *Nineteen Eighty-Four* (1949) [excerpt]
- Henry Miller, *The Air-Conditioned Nightmare* (1945) [excerpt]
- Ray Bradbury, *Fahrenheit 451* (1950) [excerpt]
- Martin Luther King, Jr. “Give Us the Ballot” (May 17, 1957)
- State of New York Report of Committee on Fallout Protection, *Survival in a Nuclear Attack, Plan for Protection from Radioactive Fallout* (February 15, 1960) [excerpt]
- F. A. Hayek, *The Constitution of Liberty* (1960) [excerpt]

- Dwight D. Eisenhower, “Farewell Address to the Nation” (January 17, 1961)
- Martin Luther King, Jr., “The American Dream” (June 6, 1961 )
- Rachel Carson, *Silent Spring* (1962) [excerpt]
- John F. Kennedy, “Address to the Economic Club of New York” (December 14, 1962)
- John F. Kennedy, “Announcing U.S. Military Attack on Cuba “ (never delivered; 1962)
- John F. Kennedy, “Commencement Address at American University” (June 10, 1963)
- McGeorge Bundy, National Security Action Memorandum No. 273 (November 26, 1963)
- Martin Luther King, Jr., “Beyond Vietnam: A Time to Break Silence” (April 4, 1967)
- Robert F. Kennedy, “Recapturing America’s Moral Vision” (March 18, 1968)
- Lyndon B. Johnson, “Address to the Nation” (March 31, 1968)
- Ronald Reagan, “Tear Down This Wall” (June 12, 1987)
- Clinton v. Jones certiorari to the U.S. Court of Appeals, Eighth Circuit (May 27, 1997)

### ***Electronic Journal***

You will maintain an Electronic Journal about the sites you visit each week. It should record your thoughts, reactions and ideas. We will discuss details about how and when these journals are to be submitted. During the first twenty minutes of class, volunteers will read their journal entries aloud.

### ***Weekly Quizzes***

A written quiz will test whether you have done the required readings.

### ***Invited Speakers***

During the semester, people may be invited to speak to the class for an hour. These will be people whose life experiences and accomplishments are relevant to the class agenda. All speakers will also be people who can help students in their efforts to network.

### ***Participation***

The rough model for much of this class is a graduate seminar. You will always be encouraged to participate by asking and answering questions, and engaging in discussions. Each student will be a Research Team and a Walking Team, which will also give you the opportunity to participate on a regular basis. More opportunities to participate will come by volunteering to read from your journal and by assuming a role in activities such as court hearings on torture that we will conduct in class.

Everyone will also make an Internship Presentation. During the semester, you are required to visit the Smithsonian American Art Museum & National Portrait Gallery (open every evening until 7:00 pm). Find a work (or works) that relates to your internship. Use this artwork as the centerpiece of brief classroom presentation. **You are strongly advised not to use PowerPoint.** We will schedule presentations as the class progresses.

## *Team Reports*

During the first class session, we will discuss team membership, the details of what each team will do, and timing of reports.

Each student will be a member of two teams, a Walking Team and a Research Team.

Topics for Walking Teams will be announced.

Following are topics for Research Team Reports. (Suggestions for other topics are welcome). Team reports will consist of online research and on-site visits. Teams will first report on what they find on-line; and later in the semester they will report on what they find at the Library of Congress and/or the National Archives.

- What research did Chinese scientists conduct that led to their discovery that a drug from the *Artemisia annua* plant effective against malaria; be sure to include what tests were done on human subjects.
- At any time during the first forty-eight hours after the Japanese attack on Pearl Harbor, did the news media report anyone saying that the U.S. should pull back into a defensive position rather than become involved in a major war? In particular, what was said on the radio? How about in Congress, places of worship, and other public gatherings?
- How much money was invested in research-and-development related to television from 1925 through 1929; did the U.S. government make any investment? What are the similar figures for 1930-through 1939? (Get as close as possible to these time periods, but some flexibility might be necessary.)
- What specific plans did Abraham Lincoln—or anyone in the Lincoln Administration—make for integrating newly-freed slaves into American life? (For example, did anyone study lessons to be learned from the many generations of freed slaves and other people of color who had lived in non-slave states?)
- Gerrit Smith, the Liberty Party's candidate for U.S. President in 1848 advocated full suffrage for women. Did the nation's news media in any way take this idea seriously? Likewise, exactly why did the Territory of Wyoming provide women the vote in 1869, and what reaction (if any) did this attract from the rest of the country?
- Was anything interesting said during congressional debate the last time that the U.S. government formally declared war on another country?
- Theodore Sorenson, close adviser to John F. Kennedy reports in his book *Kennedy*, p. 513) that JFK often told a story about Prince Bulow, former Chancellor of Prussia, who

supposedly said to the current Chancellor Bethmann-Hollweg after the outbreak of World War I, “How did it all happen?” Bethmann-Hollweg supposedly replied, ““Ah, if only one knew.” Is there any evidence that this conversation really occurred?

- In a presidential campaign speech delivered in Kansas on March 18, 1968, Robert F. Kennedy said, “*The front pages of our newspapers show photographs of American soldiers torturing prisoners.*” Did political opponents, the news media, or veterans groups challenge the veracity of this statement?

### ***The Thin-Book Book Club***

This Club will be explained to you during the first class session; you may join the club at any time during the semester. Members of the club borrow (from a wide range of offerings) one or more thin books to read. Their obligation is to present a brief report to the class on (1) thoughts and opinions about the book; or (2) why after reading at least ten pages they decided not to complete the book. Membership in the Club is voluntary and has **no** effect on grade.

### **ASSIGNMENTS FOR FALL SEMESTER 2009**

***Please Note: This class requires that you handle changes in the formal schedule and assignments. Weather conditions or an emerging issue may trigger shifts in the syllabus. We will establish a cell phone/email system to reach you.***

**In addition to reading *Being There* and seeing *Mr. Smith Goes to Washington*, before the first class, you must:**

- Submit a journal entry that discusses your memories and impressions from any previous (family or school) trips to Washington, D.C. Whether or not you have been to Washington before, include in this journal any impressions and beliefs about the capital that you have from what you have seen on television or in movies.
- Go to the top of the Washington Monument. Write your feelings and thoughts in your Electronic Journal.
- In Arlington Cemetery, visit Sections 60 and the Tomb of the Unknowns. Also, stand in front of the Lee Mansion and look at the U.S. Capitol. Write your feelings and thoughts in your Electronic Journal.
- Visit the Library of Congress and get a Reader Identification Card.

## ***CLASS SCHEDULE***

**Wednesday, Sept. 9<sup>th</sup> –Archer Center  
Introduction & Overview**

**Saturday, September 12<sup>th</sup>**  
**Small Group Meetings, Union Station**

**Wednesday, Sept. 16<sup>th</sup> -- Archer Center**

Before this class, walk through Arlington Cemetery: Tomb of the Unknowns, Iwo Jima Flag-Raisers, Kennedy Gravesite

*Is it desirable (and possible) to be realistic and idealistic at the same time?*

**Wednesday, Sept. 23<sup>rd</sup> – Meet at Lincoln Memorial**

*How do we draw upon “the better angels of our nature”?*

**Wednesday, Sept. 30<sup>th</sup> – Archer Center**

Before this class: visit the National Archives; see originals of the Magna Carta, Declaration of Independence, U.S. Constitution, Bill of Rights, and documents from *Marbury v. Madison*

*What beliefs about power, government and human nature shape American democracy?*

**Wednesday, October 7**  
**Meet at Franklin D. Roosevelt Memorial**

*What role does economics play in the “American Dream?”*

**Wednesday, Oct. 14<sup>th</sup>**  
**Meet at Ford’s Theater**

*Play we will see is Black Pearl Sings*

**Thursday, Oct. 15<sup>th</sup> – Archer Center  
Internship mid-semester reviews**

**Wednesday, Oct. 21<sup>st</sup> – Archer Center  
Team Reports**

**Wednesday, Oct. 28<sup>th</sup> – Archer Center**

Before this class visit: Main Reading Room of the Library of Congress

*Is there a pattern or direction in the way that democracy in the U.S. has evolved?  
Is anything in this evolution different or special thanks to electronics?*

**Saturday, Nov. 7<sup>th</sup> – meet at the Newseum  
(we will also go the National Museum of American History)**

*How does the content and approach of a privately-owned museum that charges visitors differ  
from what can be found—e.g. presentation of controversial topics—  
in a tax-payer supported museum that offers free admission?*

**Wednesday, Nov. 11<sup>th</sup> (Veterans Day)  
Meet at Vietnam Veterans Memorial  
(we will also visit other war memorials)**

*In the U.S., who has the power to begin a war? To end a war?*

**Wednesday, Nov. 18<sup>th</sup> – Archer Center**

Before this class visit: A place of your choice that helps you address the question below; be prepared to explain and defend your choice; you may do this on your own or along with other students).

*In the making of public policy, how do government decision-makers decide how many dollars  
each human life is worth?*

**NO CLASS**  
**Wed. Nov 25<sup>th</sup> -- Thanksgiving Holiday**

**Wednesday, Dec. 2<sup>nd</sup> – Archer Center**

[No place to visit and topic are assigned so that we can respond to events in Washington, D.C.  
during the semester]

**Sunday, Dec. 6<sup>th</sup>**  
**Meet at Smithsonian's Museum of Natural History**  
**(we will also visit the Air & Space Museum)**

*What should a democracy teach its young people about how life on Earth began?*

**Wednesday, Dec. 9<sup>th</sup> –Archer Center**  
**FINAL CLASS**

***Good Luck on all of Your Future Work and Studies***

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## **Grading Policy**

**Mid-Semester Review:** I will meet individually with each of you to review and discuss your participation and progress to-date.

### **Final Grades:**

- Class Discussions: 25 percent
- Written Journals: 25 percent

- Weekly Quizzes on Readings: 25 percent
- Team Reports and other Oral Presentations: 25 percent

### **To participate in class discussions, you *must* do the readings.**

Students who complete all assignments satisfactorily and in a timely manner will receive a **B**. Students who display excellence through written work and through class participation will receive an **A**. Students who fail to satisfactorily complete assigned projects or to attend classes regularly will receive **lower than a B**. The grading scale will include + and - grades, although your home institution may limit grading to simple letter grades for GPA purposes. Students are encouraged to discuss with faculty how they might display excellence in the course.

Students are expected to attend every class and organized Archer function, and to conduct themselves according to University rules. Excuses for compelling personal or work-related reasons must be granted *beforehand*. Unexcused absences and late work will result in lower grades. Opportunities for extra credit and special assignments will be made available throughout the semester.

### **Writing Boot Camp (voluntary)**

Participation in this boot camp is strictly voluntary and unrelated to your grade. The boot camp is designed to help you improve your writing, and is **limited to four students**. Procedures for admission to boot camp are as follows:

- Submit a sample of what you believe to be your best writing;
- After reviewing this sample, I will suggest three ways to improve your writing;
- If you agree with this assessment, you join the boot camp, which will require you to complete writing assignments designed to address your particular goals;
- We will meet four times as you complete your assignments;
- Failure to meet this commitment will result in termination from boot camp;
- You can leave boot camp at any time.

Again, all of this is strictly voluntary. If more than four students apply and are accepted, a lottery will determine who attends.

### **Technical Support**

If you experience any problems with your UTD account you may send an email to: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UTD Computer Helpdesk at 972-883-2911.

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### **Field Trip Policies**

### **Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

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## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such

infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act. As a UT Dallas student, you are required to follow the institution’s copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university’s *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)  
[disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu)

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***