

## ***The Politics of National Memory***

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### **Course Information**

PSCI 4373

FALL 2020

Tuesday 6:30-9:30 p.m.

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### **Professor Contact Information**

#### **Professor Contact**

*Professor* Joel L. Swerdlow, PhD  
*Office Phone* 202-549-8111  
*Other Phone* 202-549-8111 (cell)  
*Email Address* jls059000@utdallas.edu  
*Office Location* 1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006  
*Office Hours* Any day (including weekends) by appointment.  
Teams links will be used as Covid 19 restrictions require.

#### **Lecturer Contacts**

*Lecturer* Aaron Conrado, PhD  
*Email Address* Aaron.Conrado@UTDallas.edu  
*Phone* 512-350-6282  
*Office Hours* By Appointment

*Lecturer* Josh Rushing  
*Email Address* Joshua.Rushing@UTDallas.edu  
*Phone* 202-492-7874  
*Office Hours* By Appointment

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.

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## Course Modality and Expectations

<p><b>Instructional Mode</b></p>	<p>This class is classified as a blended (hybrid) course with a combination of online and face-to-face meetings. Students will be assigned to 16-person groups and will have the option to meet in-person at the Archer Center according to a posted schedule; the class will also be available online for students who do not participate in the in-person meeting. For more details about the instructional mode see: <a href="https://www.utdallas.edu/fall-2020/fall-2020-registration-information/">https://www.utdallas.edu/fall-2020/fall-2020-registration-information/</a></p>
<p><b>Course Platform</b></p>	<p>The course will be delivered via Teams. Students registered for this course can access it using this link: <a href="https://teams.microsoft.com/l/team/19%3adf705b26b450405eabd81e6d7e3d6c8e%40thread.tacv2/conversations?groupId=3b8d7675-4ef5-4aba-abd8-2155f5ddcf55&amp;tenantId=8d281d1d-9c4d-4bf7-b16e-032d15de9f6c">https://teams.microsoft.com/l/team/19%3adf705b26b450405eabd81e6d7e3d6c8e%40thread.tacv2/conversations?groupId=3b8d7675-4ef5-4aba-abd8-2155f5ddcf55&amp;tenantId=8d281d1d-9c4d-4bf7-b16e-032d15de9f6c</a></p>
<p><b>Expectations</b></p>	<p>All classes are mandatory and will be delivered via Teams. Each week, a limited number of students will have the option to meet in person at the Archer Center, while the remainder of the class participates virtually. Classes will be recorded and available asynchronously.</p> <p>Students are expected to come to class prepared to discuss the material. The model for this class is a graduate seminar. You are expected to participate in class with questions and ideas, and by engaging in debates and discussions.</p> <p><b>While we will not visit museums and other sites as a class, students are encouraged to visit on their own—particularly when working on their journal (see below). For this reason, you should be prepared with comfortable walking shoes and sunblock.</b></p>
<p><b>Asynchronous Learning Guidelines</b></p>	<p>Students who opt for asynchronous access in this course will need to meet the requirements and standards set forth by the instructor and their lecturer; and will need to follow along at the pace of the class even though the student is not meeting at the time of the class. Asynchronous access means flexibility is given to the student to complete the course at a distance (see <a href="https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/">https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/</a>).</p>

## COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record.

Please see <http://go.utdallas.edu/syllabus-policies>.

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## **Classroom Conduct Requirements Related to COVID-19**

UT Dallas requires that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering may not attend class in person but may attend a course remotely. Anyone attending class in person without a face covering will be asked to put one on or leave. Instructors may end the class if anyone present refuses to appropriately wear a face covering for the duration of class. Students should also be sure they are at least six feet away from their fellow students and faculty, and seated in a seat that is designated to ensure that distance. Students who either refuse to wear face coverings appropriately or to adhere to other social distancing protocols may face disciplinary action for [Student Code of Conduct](#) violations. Students who are unable to comply with the university policies including wearing a face covering should consult the [Comets United](#) webpage for further instructions.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)" webpage)

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## **Class Attendance**

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. These attendance requirements will not be used as part of grading (see Class Participation below for grading information).

In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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## **Class Participation**

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group 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](#).

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## **Class Recordings**

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility 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 Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

***NOTE: if the instructor records any part of the course, then the instructor will need to use the following syllabus statement:***

The instructor may record meetings of this course. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility 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 Office of Student AccessAbility accommodation. 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. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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## **Class Materials**

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. 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 Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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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**

This course focuses on the politics of national memory by fostering an ongoing conversation about the meaning of the American Republic and the historical memory found in memorials, monuments, and museums in Washington, D.C.

The course will explore political and artistic controversies that have shaped the design and building of many memorials, monuments and museums that define the architectural landscape of the nation's capital.

Along with visiting many of these sites, the course will involve a critical discussion in the classroom of the memorials, monuments and museums in light of primary texts.

Students will engage in critical reflection about their personal experience of Washington, D.C., the National Mall, and many of the structures that do so much to define this city and national memory today.

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### **Student Learning Objectives/Outcomes**

Through readings, discussions and first-hand experiences students will learn to:

1. Use Washington DC to construct a working, practical definition of “democracy”; what makes American democracy unique; and how American democracy evolves in response to technological, demographic and other changes in society.
2. Describe and explain the development of Washington, D.C., and the National Mall as places of historical memory—this includes understanding the political controversies that have shaped the building of major national memorials, monuments and museums in Washington, D.C.
3. Understand through personal participation the process through which complex ideas, historic evidence and personal experience are woven together to formulate a useful and testable overall theory that stimulates discussion and invites improvements
4. Appreciate, acquire, and utilize skills—primarily thinking in time; story literacy; and ability to listen—that are essential to active citizenship in a democracy—and to being an effective public policy-maker.

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### **Required Textbooks and Materials**

The following readings will be posted to the PSCI 4373 Teams channel and to the course page on e-Learning.

The core narrative this semester will be Jill Lapore's *This America* (2019); in addition, we will read and discuss:

- Late 4th Century BCE: Plato, *Republic* [excerpt]
- 1776: Edward Gibbon, *Fall and Decline of the Roman Empire* [excerpt]
- 1787: James Madison, “Memoranda on Republics”
- 1835: Alexis de Tocqueville, *Democracy in America* [excerpt]
- 1865: George Bancroft, “The Place of Abraham Lincoln in History”

- 1876: Frederick Douglass, “Dedication of the Freeman’s Monument”
- 1938: Thomas Mann, *The Coming Victory of Democracy* [excerpt]
- 1944 & 1945: Franklin D Roosevelt, “Economic Bill of Rights”
- 1957: Martin Luther King, Jr., “Give Us the Vote”
- 1961: Dwight D. Eisenhower, “Farewell Address”
- 1963: James Baldwin, “We Can Save the Country”
- 1966: Robert F. Kennedy, “Speech to the Students of South Africa”
- 1985: Joel L. Swerdlow, “To Heal a Nation”
- 1987: Ronald Reagan, “An Economic Bill of Rights”
- 1988: Joel L. Swerdlow, “5
- 1998: Kai Bird and Lawrence Lifschultz, *In Hiroshima’s Shadow* [excerpt]
- 2001: Annette Gordon-Reed, “Engaging Jefferson: Blacks and the Founding Father”
- 2008: Amy Lonetree and Amanda Cobb, ed., *The National Museum of the American Indian* [excerpt]
- 2013: William Carrigan and Clive Webb, *Forgotten Dead: Mob Violence Against Mexicans in the U.S.* [excerpt]
- 2014: Naomi Oreskes and Erik Conway, *The Collapse of Western Civilization* (a novel)
- 2014: Ta-Nehisi Coates, “The Case for Reparations”
- 2019: Lonnie Bunch, *A Fool’s Errand: Creating the National /museum of Africa-American History and Culture* [excerpt]

### **Suggested Course Materials**

Sunblock; comfortable walking shoes

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### **Assignments & Academic Calendar**

#### ***Role of Lecturers***

Each Lecturer will be assigned to work with a group of 24 students. These Discussion Group assignments will be posted on Teams. The Lecturers will review and assess their students’ written assignments (see “Grading Policy” below). They are available for discussions and to answer questions and address concerns. Students who wish to meet with either of the lecturers should schedule a meeting during their office hours.

During each class session, the Lecturers will:

—conduct an hour-long discussion with their Group after each lecture; and,

—when the entire class reconvenes for the final thirty minutes of the session, select key students to raise questions, make points etc. that are important for everyone to hear.

#### ***Archer Plus***

Throughout the semester, students will be given an opportunity to read, write and participate in discussions that carry ideas from the class into much deeper levels. Such “Archer Plus” activities are voluntary and have no impact on your grade.

## ***Graded Assignments***

### **Journal Entries and Weekly Discussion Board Posts**

You will receive a 100-sheet journal and instructions on how to organize entries about all the sites you visit in Washington, DC. This journal belongs to you, and can contain material you that you may wish to keep private. You will use the journal to develop ideas to share each week in the class discussion board.

Each week, within 2 days after each class, you must **post three items (ideas, observations, questions, stories, ANYTHING) from your journal to the Discussion Board in your Discussion Group Channel.** This assignment is due by midnight two days *after* each class (e.g. for a Tuesday class, by midnight Thursday).

Students are encouraged to react to each other and be active on the Discussion Board.

Each week, your lecturer will assess your participation in the class Discussion Group and on the Discussion Board—and give you feedback.

Unless otherwise noted, the class will always begin PROMPTLY at 6:30 pm ET (5:30 pm CT). **Please log on 5 min ahead of class time to ensure we are able to start promptly.**

The format for each of the classes is as follows:

**Part 1** (5:30-7 pm CT/6:30-8 pm ET): Everyone meets together with Dr. Swerdlow on Teams.

**Part 2** (7-8 pm CT/8-9 pm ET): You meet with your assigned lecturer on Teams. Each week, 16 students (8 from each of the Lecturer groups) will meet separately with Dr. Swerdlow. This rotation schedule will be posted in Teams.

**Part 3** (8-8:30 pm CT/ 9-9:30 ET): Everyone reconvenes with Dr. Swerdlow for wrap-up on Teams.

The following meetings are posted to the **PSCI 4373 Teams**.

<b>Class#</b>	<b>MODE</b>	<b>DAY</b>	<b>DATE</b>	<b>TIME – CENTRAL</b>	<b>TIME - EASTERN</b>	<b>Discussion Board post due</b>
1	Virtual only	TUES	25-Aug	5:30-8:30 pm CT	6:30-9:30 pm ET	8/27 – midnight
2	Virtual only	TUES	1-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET	9/3 - midnight
3	Virtual only	<b>FRI</b>	3-Sep	1-4 pm CT	2-5 pm ET	9/5 – midnight
4	Virtual + In- Person	TUES	8-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET	9/10 – midnight
5	Virtual + In- Person	TUES	15-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET	9/17 – midnight
6	Virtual + In- Person	TUES	22-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET	9/24 – midnight
7	Virtual + In- Person	TUES	29-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET	10/1 – midnight
8	Virtual only	TUES	6-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET	10/8 – midnight
9	Virtual only	TUES	13-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET	10/15 – midnight
10	Virtual only	TUES	20-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET	10/22 – midnight
11	Virtual only	TUES	27-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET	10/29 – midnight
12	Virtual + In- Person	<b>WED</b>	4-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET	11/6 – midnight
13	Virtual + In- Person	TUES	10-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET	11/12 – midnight
14	Virtual + In- Person	TUES	17-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET	11/19 – midnight
15	Virtual + In- Person	TUES	24-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET	

## Calendar

At the beginning of each class, I will read a poem by Walt Whitman, Langston Hughes and Joy Harjo (now Poet Laureate at the Library of Congress—the first Native American to hold that position.)

Readings cited below must be completed *before* each class.

### 1 – Tues, Aug. 25 (6:30-9:30 pm ET/5:30-8:30 pm CT)

#### **SUNRISE AT LINCOLN MEMORIAL**

Basic ideas and goals; review of syllabus; each student discusses their goals and core beliefs.

### 2 – Tues, Sept. 1, (6:30-9:30 pm ET/5:30-8:30 pm CT)

**“THINKING IN TIME” AT BLACK LIVES MATTER PLAZA: LAFAYETTE PARK; FARAGUT HOUSE; ANDREW JACKSON STATUE; EMANCIPATION STATUE; MARY BETHUNE STATUE**

### 3 – Fri, Sept. 3, (2-5 pm ET/1-4 pm CT)

**DEMONSTRATION WALK: U.S. SUPREME COURT BUILDING; U.S. CAPITOL; SITES OF MAJOR DEMONSTRATIONS IN WASHINGTON, DC THROUGHOUT U.S. HISTORY**

### 4 – Tues, Sept. 8, (6:30-9:30 pm ET/5:30-8:30 pm CT)

**U.S. CONSTITUTION WALK: CONSTITUTION GARDENS; GEORGE MASON MEMORIAL; NATIONAL ARCHIVES; LIBRARY OF CONGRESS; MUSEUM OF THE BIBLE; NATIONAL LAW ENFORCEMENT MUSEUM; HOLOCAUST MUSEUM; INTERNMENT MEMORIAL**

#### Required Readings

- *This America*, Chapter I-III
- Late 4th Century BCE: Plato, *Republic* [excerpt]
- 1776: Edward Gibbon, *Fall and Decline of the Roman Empire* [excerpt]
- 1787: James Madison, “Memoranda on Republics”
- 1835: Alexis de Tocqueville, *Democracy in America* [excerpt]
- 1938: Thomas Mann, *The Coming Victory of Democracy* [excerpt]
- 1966: Robert F. Kennedy, “Speech to the Students of South Africa”

### 5 – Tues, Sept. 15 (6:30-9:30 pm ET/5:30-8:30 pm CT)

**U.S. CONSTITUTION WALK, continued**

**6 – Tues, Sept. 22 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**LINCOLN WALK, PART I: READING A MEMORIAL: LINCOLN MEMORIAL AND SHORT WALK ALONG THE POTOMAC RIVER**

Required Readings

- *This America* , Chapter IV-VI
- 1865: George Bancroft, “The Place of Abraham Lincoln in History”
- 1876: Frederick Douglass, “Dedication of the Freeman’s Monument”
- 1957: Martin Luther King, Jr., “Give Us the Vote”

**7 – Tues, Sept. 29 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**LINCOLN WALK, PART II: DID THE SOUTH WIN THE BATTLE FOR NATIONAL MEMORY? ULYSSES S GRANT MEMORIAL; ARLINGTON CEMETERY; GARFIELD STATUE; SITE OF HANGING ON U.S. CAPITOL GROUNDS**

Required Reading

- *This America* , Chapter VII-X
- 2014: Ta-Nehisi Coates, “The Case for Reparations”

**8 – Tues, Oct 6 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**VIETNAM VETERANS MEMORIAL(VVM) AS MEMORIAL TO COMPROMISE WALK: LBJ GROVE; VVM**

Required Reading

- *This America* , Chapter XI-XIII
- Joel L. Swerdlow, “To Heal a Nation”

**9 – Tues, Oct 13 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**WAR WALK: PEACE STATUE; ARLINGTON NATIONAL CEMETERY; IWO JIMA STATUE, PENTAGON 9/11 MEMORIAL; WORLD WAR I, WORLD II, KOREA AND VIETNAM MEMORIALS; LIFETIME DISABILITIES; AND OTHERS**

Required Reading

- *This America* , Chapter XIV-XVI
- 1961: Dwight D. Eisenhower, “Farewell Address”
- 1998: Kai Bird and Lawrence Lifschultz, *In Hiroshima’s Shadow* [excerpt]

**10- Tues. Oct. 20 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**TIDAL BASIN WALK, PART I: DEFINING AMERICA: JEFFERSON, FDR, AND MLK MEMORIALS—AND UNMARKED SITE OF THE 1968 POOR PEOPLE’S ENCAMPMENT**

Required Reading

- *This America* , Chapter I
- 2001: Annette Gordon-Reed, “Engaging Jefferson: Blacks and the Founding Father”

**11/ Tues. Oct. 27 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**TIDAL BASIN WALK, PART II: RONALD REAGAN AND FDR DEBATE AN ECONOMIC BILL OF RIGHTS: JEFFERSON AND FDR MEMORIALS**

Required Reading

- 1944 & 1945: Franklin D Roosevelt, “Economic Bill of Rights”
- 1987: Ronald Reagan, “An Economic Bill of Rights”

**12/ Wed. Nov. 4 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**THIS IS THE DAY AFTER THE ELECTION; WE WILL ADDRESS THE “POLITICS OF NATIONAL MEMORY” AS RELATED TO ELECTION RESULTS**

**13/ Tues. Nov. 10 (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**IDENTITY MUSEUM WALK: AFRICAN-AMERICAN HISTORY AND CULTURE MUSEUM; AMERICAN INDIAN MUSEUM; LATINX AND WOMEN’S MUSEUMS (APPROVED BUT NOT SITED, FUNDED AND BUILT); NATIONAL MUSEUM OF AMERICAN HISTORY**

Required Reading

- 1963: James Baldwin, “We Can Save the Country”
- 2008: Amy Lonetree and Amanda Cobb, ed., *The National Museum of the American Indian* [excerpt]
- 2013: William Carrigan and Clive Webb, *Forgotten Dead: Mob Violence Against Mexicans in the U.S.* [excerpt]
- 2019: Lonnie Bunch, *A Fool’s Errand: Creating the National Museum of Africa-American History and Culture* [excerpt]

**14/ Tues. Nov 17, (6:30-9:30 pm ET/5:30-8:30 pm CT)**

**IDENTITY MUSEUM WALK, continued**

**15/ Tues. Nov 24 (6:30-9:30 pm ET/5:30-8:30 pm CT) – Last class**

**SUMMARY: REVIEW ALL SKILLS AND IDEAS**

**HAVE FUN, AND PLEASE (!) JUST CONTACT ME OR YOUR LECTURER IF YOU HAVE ANY QUESTIONS.**

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## **Grading Policy**

Final grades will be determined by Dr. Swerdlow and will include feedback from the Lecturers. Students who complete all assignments satisfactorily and in a timely manner will receive a B. Students who display excellence through written work and class participation will receive an A. Other students will receive lower than a B.

Final grades will be reported to your home UT System institution by **DECEMBER 14, 2020**, and posted in accordance with their respective grade submission deadlines.

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## **Course & Instructor Policies**

There will be no scheduled tests, but unannounced quizzes may be conducted.

*Every effort will be made to accommodate concerns related to family and to Covid 19*

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## **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.”*

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## **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>.

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## **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 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.*