

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

Spring Semester 2010



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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....*

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Pericles to the democratic assembly of Athenian citizens, 431 BC

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## **Professor Contact Information**

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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.

**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, D.C. has to teach us about our democracy and what does and does not make the United States special. To the degree possible, this class will be coordinated with other classes you take in the Archer Program.

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. We will also look for ways to break free from what the poet William Blake called “mind forg’d manacles.”

**Student Learning Objectives & Outcomes**

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

- Utilize new critical reading, talking, and writing skills.
- Gain experience conducting research in the Library of Congress and National Archives
- Become 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—including “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.”

***Required Readings***

Required readings will be assigned each week. All of these readings are classics that will remain useful and stimulating long after you complete your formal education. In chronological order, not the order in which they will be assigned, readings include:

- 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]
- The DC Emancipation Act (April 16, 1862)
- 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)
- Alfred Landon, *America at the Crossroads* (1936) [excerpt]
- 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]
- United States Strategic Bombing Survey Summary Report (July 1, 1946)
- 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)
- M. Stanton Evans, *The Reason for Reagan* (March 1968)

- Robert F. Kennedy, “Recapturing America’s Moral Vision” (March 18, 1968)
- Lyndon B. Johnson, “Address to the Nation” (March 31, 1968)
- Maya Ying Lin, “Vietnam Veterans Memorial” (March 1981)
- 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. Journals will be due by noon on the Monday after they are assigned.

During the first twenty minutes of class, volunteers will read their journal entries aloud.

### ***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. More opportunities to participate will come by volunteering to read from your journal and by assuming a role in activities such as court hearings 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.

### ***Research Teams***

During the first class session, you will form research teams. Each team will receive a question for which it must answer via:

- One source found on an electronic database at the Library of Congress that was not available via the UT Austin library
- One printed book or printed document that is available at the Library of Congress or National Archives but is not available electronically.

In pursuing the above, you must document the face-to-face conversations you have with research librarians.

As the semester progresses, each team will report its progress to the class.

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

This Club will be explained during the first class session. Club members will choose one book and participate in a discussion of the ideas that it presents. All books are readily available via online used book sites. Following are the books and a principal idea associated with each:

- Is reliance on military technology reversible?: Noel Perrin, *Giving Up the Gun* (1979)
- Does our ability to change the stories we tell about the past mean that nothing is certain?: John Lewis Gaddis, *The Landscape of History* (2002)
- Does “today” mean that past fifty years?: Robert Heilbroner, *Visions of the Future* (1995)
- Can we limit the effects of advertisements on mass media?: Erik Barnauw, *The Sponsor* (1978)
- Are our expectations about life—and democracy—changing?: Neil Postman, *Amusing Ourselves to Death* (1985)
- Are electronics carrying us deeper in Plato’s Cave?: Jean Baudrillard, *The Gulf War Did Not Take Place* (1995)

Of course, you can suggest a thin book and form a group that focuses on it.

### ***Economics Tutorials***

Because the country’s economic situation is so crucial, we will have five hour-long Economics Tutorials during the semester. These tutorials are based on the premise that economics is too important to be left to the economists and that the essence of economics is political and psychological. Special readings related to the Tutorials, and opportunities to participate will be discussed during the first class.

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

Participation in this boot camp is 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.

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

### ***ASSIGNMENTS FOR SPRING SEMESTER 2010***

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.

#### **Before the first class, you must:**

- Read the novel *Being There* by Jerzy Kosinski
- Watch at movies: *Mr. Smith Goes to Washington*
- 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, January 13<sup>th</sup> –Archer Center  
Introduction & Overview**

Reading Assignments for Each Class Will be Given the Previous Week

**Wednesday, January 20<sup>th</sup> -- Archer Center**

**Saturday, Jan. 30<sup>th</sup>  
Meet at Smithsonian's Museum of Natural History  
(we will also visit the Air & Space Museum)**

**Wednesday, Feb. 3rd –Archer Center**

[Before this class, walk through Arlington Cemetery. Visit: Tomb of the Unknowns, Iwo Jima Flag-Raisers, and Kennedy Gravesites.]

**Wednesday, Feb. 10<sup>th</sup> – *The Rivalry* at Ford’s Theatre**

[After this play, you keep an Archer Program Tradition by walking from Ford’s Theater to the White House, completing the journey that Abraham Lincoln had planned.]

**Tuesday, Feb. 16<sup>th</sup> & Wednesday, Feb. 17<sup>th</sup> – Mid-semester Reviews**

**Wednesday, February 17<sup>th</sup> -- Archer Center**

**Wednesday, Feb. 24<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*.]

**Wednesday, March 3<sup>rd</sup>**

**Meet at Vietnam Veterans Memorial  
(we will also visit other war memorials)**

**Wednesday, March 10<sup>th</sup> – Archer Center**

[Before this class: visit the main reading room of the Library of Congress.]

**Wednesday, March 17<sup>th</sup> – Spring Break, no class**

**Wednesday, March 24<sup>th</sup> – Archer Center**

**Saturday, March 27<sup>th</sup> –  
Meet at the Newseum  
(we will also go the National Museum of American History)**

**Wednesday, March 31<sup>st</sup>  
Meet at the Lincoln Memorial**

**Wednesday, April 7<sup>th</sup>  
Meet at the FDR Memorial**

**Wednesday, April 14<sup>th</sup> – Archer Center**

***Good Luck on 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
- 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.

### **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](http://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.***