Objective of this course: Students will learn about the history, architecture and culture of the city of Washington – both the nation’s capital and the “real” city. They will learn how national politics has affected the city’s growth, both within and outside the federal core. They will also learn how to interpret historical and contemporary architectural and planning decisions as interpretations of national self-understanding. To solidify learning about these interactions, individual and team assignments will use (or critique) the theses in assigned readings by applying them to structured observations of the city’s buildings, neighborhoods, infrastructure and spaces.

Class times: Our academic classes for the two courses (POS 341 and 495) are scheduled back-to-back on Fridays 9:30AM-1:00PM in Room 333 of The Hall of the States 444 North Capitol Street http://www.sso.org/. This is about a 15 minute walk from the apartment or less than five minutes from Union Station. The typical day will start with POS 495 and then move to 341, but this is not inflexible. Friday afternoons may be used for term paper consultations, and optional activities. The classroom portion of the day may last later on Fridays (with advance warning).

Because we only meet once per week, the due dates for some papers and other individual assignments can be at the end of the weekend (Sunday evening). These are to be delivered electronically and may be turned in at any time earlier. In many weeks there will be assignments on Friday and Sunday one for 341 and the other for 495 or for an internship log.

Office hours: Prof. Malbin will hold office hours 8-9PM Thursdays (or earlier by appointment) in the sitting room off the lobby of the Capitol Hill Hotel, 200 C St SE. He is also available after class Friday.

Attendance at all classes is expected. We accept legitimate medical excuses and will give absence permissions for academically appropriate reasons, but expect to be asked in advance about these.
ACADEMIC COURSE WORK FOR THE SEMESTER

The academic content of The Washington Semester Program is comprised of three distinct courses:

POS 341: Washington in Perspective (3 credits)
POS 342: Washington Internship (9 credits)
POS 495Z: Reading and Writing in Washington (3 credits)

GRADING FOR POS 341

Group presentations and supporting material (50%):
There are ten group presentations, two per student, scheduled for March 21 and April 11. Because these involve site visits, and you will not have time to complete the April 11 assignments if you wait until March 22 to begin, you should start early on both. Students will choose their preferences, but groups will have to be of roughly equal size. Choose one topic for each date. The April groups may be different from those in March.
The presentations are each worth 25% of the course grade, divided as follows: 5% evaluations of groups by other students (each student within the group gets the same grade); 5% peer evaluations of individuals within the group; 10% from the instructors’ evaluation of the portfolio/slides, 5% for the instructors’ evaluation of the oral presentation. Any student absent from a group presentation will receive a failing grade for that presentation.

Individual work (50%):
2-3 pp. reading response papers for 5 of the 7 Washington history topics (when your group is not making a presentation). During the two weeks your groups are presenting: 1 page. Prompt questions will be given a week before each paper is due. (Total: 25%).
Internship logs/analyses of on what you have learned (15%). One or more logs may be responses to questions set by the instructor, with reading. One will be an informational interview.

Class preparation and participation (10%)

POLICIES FOR POS 341, 342 AND 495Z

Internet + Laptops: Internet research will be required to complete the assignments in this course. Use of laptops for note taking is permitted. They will also be used for some in-class group work. Use of any electronic device during class for non-class related purposes (including texting) is prohibited.

Academic Honesty: Students are expected to adhere to the university's regulations concerning academic honesty. A full set of guidelines appears in the syllabus for POS 495. You are expected to read these guidelines, study them and follow them in all three of the courses. From past experience: pay particular attention to what they say about the need for citations when paraphrasing or summarizing. Violation will result in a severe penalty, such as a failing grade for the course, and referral to the appropriate academic authorities.

Late papers and assignments: All papers and assignments are due on the date assigned. Late papers without medical excuse will have their grades reduced at the rate of one plus-or-minus level per calendar day late.
BOOK AND FILM TO PURCHASE:

Grant Reeher and Mark Mariani, eds. The Insider's Guide to Political Internships: What to Do Once You're in the Door (Westview 2002). Available in campus bookstore + used at good prices on the web. To be purchased and read before you arrive in Washington.

Lincoln (2012, directed by S. Spielberg). $20 new. Also may be available used. This DVD is to be viewed outside of class. One shared copy could well serve the needs of an apartment or two of students. Streaming is almost as expensive ($15), not as flexible, and will crash the bandwidth.

Students may also want to purchase books or DVDs for group projects in 341 or for your paper in 495. Groups assignments in 341 will be made early in the semester to allow for this.


All other required readings will be posted on Blackboard.

SCHEDULE

Class dates are on Fridays. Sundays also listed because some assignments are due then (or anytime earlier). Square brackets indicate [reminders] about in the other courses.

<table>
<thead>
<tr>
<th>JAN</th>
<th>Read before you arrive in Washington. (1) Reeher/Mariani book chapters as assigned below + (2) Grabowski on ethics and on Dressing the Part + (3) Fogle excerpt + (4) Unofficial Guide excerpt</th>
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</thead>
<tbody>
<tr>
<td>22</td>
<td>Check into apartment. Meet for dinner at We The Pizza, 305 Pennsylvania Ave SE, 7PM</td>
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<tr>
<td>23</td>
<td>Tour of DC with Jeanne Fogle (A Tour de Force) Bring a good map of the city or guidebook Read: Fogle – A Neighborhood Guide to Washington DC’s Hidden History – Introduction</td>
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Jan. 24  
Topics: (1) Overview of the Semester’s academic expectations. (2) Interning and journaling.  
Reading:  
Grabowski on ethics  
Class discussion will focus on chapters 1, 2, 3, 6, 8, 15. All should read ch. 1, 2, ch. 3 (pp. 39-43), ch, 6 (80-86), ch, 8 (111-19), 13, 14, 15. Congressional interns: also read rest of ch 3, all of ch 12. NGO interns read the rest of ch. 8. Executive branch interns: the rest of ch. 6.

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<tr>
<th>27</th>
<th>First day of interning</th>
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10:30-12: class for researchers taught by Leroy Bell, an LoC political science specialist. This will be taught in the Jefferson Building, Room G-7. After the research orientation class, we will walk as a group through the Jefferson building’s public spaces and end up in Madison to retrieve our coats.  
2. Briefly Introduce DC History (at location TBD in LoC)  
Reading:  
Required: Kathryn Schneider Smith, Washington at Home (2nd ed.), Timeline and Introduction  
Recommended: Capitol Hill chapters in Fogle and Smith. |

<p>| Sun Feb 2 | [342 log] |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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| Fri Feb. 7 | Washington DC: The Early Years – Nation-State Debates in a Federal Town  
  **Reading:** (80)  
  - Storing – Constitutional Convention (20)  
  - Ellis – Founding Brothers – The Dinner (Required: only 48-52, top.)  
  - Map of the District of Columbia, 1800 (with cities of Washington, Georgetown and Alexandria)  
  - Visions for the Millennium – pp. 1-2 + front/back cover  
  - Penczer, pp. 1-10 only. – The district’s original geography and the L’Enfant Plan (5)  
  - Young – Washington Community, 1800-1828, Prologue + ch. 1 (35)  
  **Paper:** 2 pp. OK to use 3rd. Submit electronically before class. Bring copy to class to consult.  
  **Reading prompt/question:** to be distributed one week before due. For all papers: Make arguments using specific evidence from reading, within-text citations (Author, page number). |
| Sun Feb 9  | POS 342: Networking Intro. and Informational Interviewing:  
| Thu Feb. 13| 6-8 PM UAlbany Alumni Reception in honor of Washington Semester. Meet at Bloomberg LLP, details to come. [Typically a larger and younger group than the Friday lunch.] |
| Fri Feb. 14| [See 495]  
  Also read Parachute, pp. 136-164; 41-42. This will guide 3/2 assignment for 342. |
| Sun Feb 16 | 342 log  
  [See 2/28]  
  **Civil War – One Nation, Indivisible** (date subject to change – depends on White House)  
  **Required Reading:** (64)  
  - View before class: Spielberg’s Lincoln (2-1/2 hours)  
  - Visions for the Millennium – p. 3  
  - Penczer – History of the National Mall, pp. 11-15 only  
  - Josephy – On The Hill – ch. 6 – The Senate Supreme, pp. 200-211 (12)  
  - Lincoln speeches (27)  
  - Medford – Lincoln and the Constitutional Dilemma of Emancipation (5)  
  - Artists at Work – Adaptations from History in Spielberg’s Lincoln (14)  
  **Recommended:**  
  - Scene-by-scene summary of Spielberg’s Lincoln (12)  
  **Paper** on Reading  
  [Also See 495] |
| Fri Feb. 21| [See 2/28]  
  White House Tour (requested date. Not yet confirmed)  
  Read Wikipedia entry on the White House (Blackboard) |
| Sun Feb 23 | Arrange informational interview no later than the coming week. |
| Fri Feb. 28| Civil War – One Nation, Indivisible (date subject to change – depends on White House)  
  **Required Reading:** (64)  
  - Visions for the Millennium – p. 3  
  - Penczer – History of the National Mall, pp. 11-15 only  
  - Josephy – On The Hill – ch. 6 – The Senate Supreme, pp. 200-211 (12)  
  - Lincoln speeches (27)  
  - Medford – Lincoln and the Constitutional Dilemma of Emancipation (5)  
  - Artists at Work – Adaptations from History in Spielberg’s Lincoln (14)  
  **Recommended:**  
  - Scene-by-scene summary of Spielberg’s Lincoln (12)  
  **Paper** on Reading  
  [Also See 495] |
| Sun Mar 2  | 342: Submit Informational career interview. |
| Fri Mar 7  | 495: Required appointments on research projects] |
| Sun Mar 9  | Open for research |
**Fri Mar 14**

**Post-Civil War: The City Becomes the National Capital as the Government Grows**

Reading: (49)
- Lewis, ch. 1, pp. 19-27 (9)
- Penczer – History of the National Mall, pp. 16-19 only
- Population spreadsheet (1)
- Bowling – Federal Town to National Capital – Grant and the Reconstruction of DC (17)
  [NB: Bowling’s important claims about the connections between post-Civil War Republican views on nation-state constitutional issues and their views about the “National Capital”]
- Farquhar – Boss Shepherd (4)
- Alexander Shepherd – Wikipedia (6)
- Dodd & Schott – Congress and the Administrative State, pp. 16-37 (22).
- National Building Museum – Wikipedia (3)

In class preview for next week: selections from Burnham – Make No Little Plans (DVD)

**Paper on Reading:**

ALSO READ: Wikipedia entry on the US Capitol building (Blackboard)

**12:30 Capitol Tour** (confirmed).

**Sun Mar 16**

[See 495]

**Fri Mar 21**

**From the MacMillan Plan and City Beautiful through the New Deal: The Progressives’ View of Serving the Public Interest through Top-Down Planning**

Reading: (96)
- D.C. Population and Federal Employment – Historical Table
- Visions for the Millennium – pp. 4-7
- Forgy – 1902 Plan (5)
- Lewis, ch. 1, pp. 27-33 (6)
- Clement – City Thinking, City Spaces (7)
- Penczer – History of the National Mall, pp. 20-49
- Vaverka – Classical Temple Architecture (18)
- Savage – Monument Wars – Introduction (20)
- Post, Who Owns America’s Past: The Smithsonian and the Problem of History (Preface)(12)

**TEAM PRESENTATIONS (5) ON MUSEUMS, MEMORIALS AND MAJOR BUILDINGS: Development and Interpretations / Controversies**

NB: Official websites are very good starting places, but they won’t give you controversies or interpretations. You’ll need broader searches, including news archives.

1. **Presidential memorials**: Washington Statue (In American History Museum), Jefferson, Lincoln, FDR, and the proposed Eisenhower Memorial [Classical and Modernist themes: what were the architects trying to convey? [Explicitly test the theses in Clement, Vaverka, Savage, as you interpret these items.]

2. **War Memorials**: US Grant Memorial (Capitol Grounds, West side), Korea, Vietnam and WW II [What are the focal points? Messages? Controversies?] [Explicitly test the theses in Clement and Savage as you interpret these memorials.]


Congress, ch. 5 (Congressional staff), esp. Tables 5-2 and 5-5.
http://www.brookings.edu/research/reports/2013/07/vital-statistics-congress-staff-operating-expenses-mann-ornstein#

(5) Function and Symbol in the Pension Building (Building Museum) and Union Station.
Compare/Contrast the visions of Montgomery Meigs (Pension Bldg) with Daniel Burnham (Union Station). Also look up and present Union Station’s up/down history since 1908 and debates over the future. Recommended: Lyons on Pension Building + Wikipedia on Meigs (post-Civil War folder).

Sun Mar 23

Fri Mar 28
African-American Washington Outside the Federal Core:
From Slaves and Freedmen through Civil Rights
Reading: (76)
Population spreadsheet, with racial composition (1)
Guide to Black Washington (8)
Lewis – ch. 2, all (41)
Richard – Timeline of Public School Governance in DC (3)
Clement – Pushback against the Bolling Decision among Whites (23)
Recommended: Borchert, Alley Life … 1850-1970, ch. 1 (56)

Paper on Reading
In class video: The March (50 minutes)

Sun Mar 30
Fri Apr 4

Sun Apr 6

Fri Apr 11
Suburbanization, Riots, Revitalization
Reading: (70 + slides)
Visions for the Millennium – pp. 8-10
DC Home Rule – Wikipedia (7)
Schaffer – The 1968 Riots (28)
Schrag – Freeway Fight (26)
Brookings – Overview of the Region – 2005 (Ppt, 26 slides)
Sandalow – Why Can’t the ‘New Washington’ Work for All? (2)
DC Planners Propose Higher Building Limits – 2013 (1)

TEAM PRESENTATIONS (5):

(2) Metrorail’s History, Politics and Future (National and Regional).
Reviews of Shrag’s history of Metro’s origin are posted on Blackboard. The continuing political stories are about transportation’s central role in regional development and the entangled interplay between national, suburban and city interests.

(3) Water and Open Space: Spaces: Rock Creek Park, Meridian Hill Park (beginning at what was “Boundary Street”, now Florida Ave. NW); Potomac Park; The Mall; Circles. Water: Anacostia and Potomac River and Tiber Creek water and landfill projects, Tidal Basin. [What various visions of the city did the projects foresee and serve?] Recommended reading: (1) National Capital Planning Commission’s 2009 report http://www.ncpc.gov/DocumentDepot/Publications/CapitalSpace/AboutWashingtonParksFinal.pdf; and (2) the DC Government’s 2006 comprehensive planning report. Both on Blackboard.
(4) **Buildings and History of the U Street Corridor and Shaw.** Also add two downtown churches not in Shaw: Asbury United and Metropolitan AME. (NB: The memorial to Robert Gould Shaw is at the National Gallery of Art, [www.nga.gov](http://www.nga.gov).) (Recommended: J. Fogle and Kathryn Schneider Smith chapters on the Shaw neighborhood.)

(5) **Historic Jewish synagogue buildings and neighborhoods.** 6th and I; Kesher Israel; + various locations for Adas Israel, Washington Hebrew and others. Background starts here: [http://www.jhsgw.org/exhibitions/online/goldberg/index.php](http://www.jhsgw.org/exhibitions/online/goldberg/index.php) [photographic histories.](http://www.jhsgw.org/exhibitions/online/goldberg/index.php) [Use the synagogue movements to trace ethnic residential patterns.] Note: Many old synagogues became African American churches. This says something important about the interplay between national law and neighborhood histories. In DC, restrictive deeds of covenant that prevented white people from selling real estate to African Americans often also prohibited sales to Jews. Other potential buyers (such as Asians) were more likely to be named in other cities. The covenants were treated as purely private until the Supreme Court held them to be unenforceable in 1948 in *Shelley v. Kraemer* and the companion DC case of *Hurd v. Hodge.*

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<th>Date</th>
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<tbody>
<tr>
<td>Sun Apr 13</td>
<td>Open</td>
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<tr>
<td><strong>Fri Apr 18</strong></td>
<td><strong>Political Washington Today (National):</strong></td>
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<tr>
<td></td>
<td><strong>E Pluribus, Unum?  Ex Uno, Plures?  E pluribus, Plures?</strong></td>
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<tr>
<td></td>
<td>Translation: Out of Many, One?  Out of One, Many?  Out of Many, Many?</td>
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<tr>
<td></td>
<td>Reading: (80)</td>
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<td></td>
<td>Edsall – The Unlobbyists (2013) (6)</td>
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<td></td>
<td>Pearlstein – Insiders’ Game: Transition from Power OR to Power &amp; Money (2013) (7)</td>
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<td>Mann &amp; Ornstein – Gridlock Is No Way To Govern (2013) (2)</td>
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<td></td>
<td>Cowen – Don’t Mistake This for Gridlock (2013) (3)</td>
</tr>
<tr>
<td>Sun Apr 20</td>
<td>Open (holiday)</td>
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<tr>
<td>Thu Apr 24</td>
<td>Final day of internships</td>
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<tr>
<td><strong>Fri Apr 25</strong></td>
<td><strong>Final POS 495 papers due</strong></td>
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<tr>
<td>May 5-6</td>
<td>State Dept. event: May 5 or 6. Appointments available for POS 495 both days.</td>
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<tr>
<td>(May 9)</td>
<td>Final POS 495 papers due</td>
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<tr>
<td>(May 10)</td>
<td>Check out of apartment</td>
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<tr>
<td><strong>May 17-18</strong></td>
<td><strong>Commencement on campus</strong></td>
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