



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
ROBERT SPEEL	RWS15	Behrend College (BC)	Not Available

Academic Home: Behrend College (BC)

Type of Proposal: Add Change Drop

Current Bulletin Listing

Abbreviation: **PLSC**

Number: **177**

I am requesting recertification of this course for the new Gen Ed and/or University Requirements Guidelines

Course Designation

(PLSC 177N) Politics and Government in Washington DC

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Pol Gov Wash Dc

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 1

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Humanities And Social Sciences (ERBC_HSS)

Effective Semester: After approval, the Faculty Senate will notify proposers of the effective date for this course change. Please be aware that the course change may not be effective until between 12 to 18 months following approval.

Travel Component: YES

Description Of Travel Component: Students travel to Washington DC during Spring Break.

Course Outline

A brief outline or overview of the course content:

This course examines the politics, history, sociology, and architecture of political life in Washington DC. Students will discuss topics in lectures before and after a Spring Break trip to Washington DC. During that trip, students will meet members of Congress, Congressional staff members, diplomats and international organization officials, executive branch officials, interest group leaders, political consultants, and Penn State alumni who work in Washington. Readings about the political and social history of Washington will be assigned. For the one-credit version of the course, students will participate in the Spring Break trip to Washington and write an assigned research paper about their observations afterward.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Each of the topics below is covered in 1-3 lectures. Note that students spend approximately 50 hours during the week in Washington for appointments and tours, most of which can be considered class time. Class meetings end a few weeks after Spring Break, and students work on assigned research papers in April.

1. Voting representation for Washington DC
2. Capitol Hill layout
3. Scandal sites in Washington
4. Street layout and neighborhoods in Washington
5. Monuments and Memorials in Washington
6. Background to some places visited in Washington
7. Demography of Washington
8. Building regulations in Washington

Course Description:

The course centers on a Spring Break trip to Washington DC, with students meeting on campus before and after the trip. PLSC 177N Politics and Government in Washington DC (1-3) This course centers on a Spring Break trip to Washington DC, where students will meet with their members of Congress, get briefings at foreign embassies and international organizations, meet with leaders of federal government agencies, participate in seminars led by interest groups and political party officials and consultants, and tour government offices and facilities. The class will meet before the trip to discuss the history, culture, and context of politics and government in the capital city of the United States and will continue to meet after the trip so that students can analyze what they have learned about politics and government in Washington as a result of their experiences during the trip. The course is open to and appropriate for students in all majors.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: ROBERT SPEEL (RWS15)

Title:

Phone:
Address:
Campus: ER
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

Upon completing this course, students will be able to:

1. Know and understand the political and social history of the development of Washington DC as a national capital
2. Know and understand the history and development of Washington's neighborhoods, layout, and monuments and memorials
3. Learn from numerous officials in Washington how politics works there and about their jobs
4. Learn from numerous diplomatic officials how international relations operate in Washington
5. Observe and analyze the work situations, the security situations, and political representation found in Washington

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Two field research papers based on observations made of people and places visited in Washington - 40%
Quizzes based on lecture materials and assigned readings - 30%
Participation and discussions with people who meet with us in Washington - 20%
Participation in on-campus class discussions - 10%

Note that there is a 3-credit version of the course, which is the subject of most answers in the curricular forms, and a one-credit version of the course, intended for students who want to participate in the Spring Break trip to Washington DC without a full-semester course that involves readings and quizzes.

In the one-credit section, the grade is based on:

Field research paper based on observations of people and places visited in Washington - 65%
Participation in discussions with people who meet with us in Washington - 35%

The one-credit students learn the same course objectives as the three-credit students, just in a proportionately reduced format.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course has no pre-requisite, nor is it a pre-requisite for any other course, but is a nice follow-up to PL SC 001 for many students.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course can be used to complete the political science major or minor, to fulfill general education requirements, and for BA degree requirements.

A description of any special facilities:

None required, though bus is chartered to transport students to Washington

Frequency of Offering and Enrollment:

Alternating years during the Spring semester, enrollment of 20-25

Justification for Changing The Proposal:

Include a justification for each change to the course. Particular attention should be paid to the effects of the course change within the discipline and in other disciplines where the course may be required within a major or used as a service course. When a unit submits several course changes, with or without new course proposals, a general statement covering the programmatic effects of the changes should be submitted.

General education recertification

Inter domain certification under new general education requirements.

Seeking US Cultures designation

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of

media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication: Students are required to interact, participate in discussions, and ask questions with the members of Congress, Congressional staff members, diplomats and international organization officials, executive branch officials, interest group leaders, and political consultants. Students are required to listen to any presentations and ask questions based on those presentations. Students will also participate in numerous on-campus class discussions on various topics related to the course.

Critical and Analytical Thinking: Students are instructed to take notes and make careful observations about the people and places visited in Washington to prepare papers that analyze settings and behaviors in Washington.

Integrating Thinking: Students learn how politics, history, architecture, demography, and social identities have all interacted to develop the United States national capital.

Global Learning: Students not only learn about and meet a large number of power players in Washington who make and influence decisions over our lives, but also learn about and meet a large number of diplomats and international organization officials who help students learn about power and influence in a global context.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

Effective Communication: Students are graded based on the quantity and quality of discussion and questions with officials met in Washington.

Critical and Analytical Thinking: Students are graded on two field research papers based on observations and analysis of places and people encountered in Washington.

Integrating Thinking: Through class discussions of lecture materials and quizzes based on lectures and assigned readings, students will integrate knowledge across learning domains.

Global Learning: Grades based on discussions with officials met in Washington and in classes on campus and quizzes based on lecture materials will measure global learning.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-reasoned responses

Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities

Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range

Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

The course's focus is on the political and social history of Washington DC and their impact on the modern political and diplomatic settings found there today. Students are assigned texts on Washington political and social history and are tested on the material found in those. Those histories include a substantial portion about the impact of race relations and international diplomacy on the political development of the city. Most of the lectures, about voting representation for Washington residents, the development of Capitol Hill, scandal sites, street and neighborhood layout, and the creation of monuments and memorials, have a historical basis. In addition, several building tours in Washington, including the State Department, Library of Congress, National Building Museum, National Archives, Ford's Theatre, Capitol, and Pentagon, all focus on history.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Two assigned papers in the course teach students the social science method of field research and close observations to analyze and compare political phenomena in Washington. The papers are assigned on the key political science topics of security and representation and some of the theories behind those concepts. Much history and discussions of architecture are used to complement the understanding of political behavior and development. In addition, while in Washington, students meet a large number of officials who discuss how they influence or try to influence policy decisions - these officials also discuss how they obtain information and data. The diplomats that students meet discuss their attempts to address world problems.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The course focus is on political history within the diverse social setting of Washington DC. Through readings of historical texts of the social and political development of Washington, students learn how these fields are integrated. Most lectures also include that integrated approach toward political and social history in the national capital. In Washington, students visit a large number of historical sites important in American political development, as well as in local social history. Topics covered include the history and modern politics of race relations in Washington, the history and modern politics of designing memorials in Washington, the history of urban layout in Washington and its modern urban setting, and the historical development of Capitol Hill, and its modern layout,

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Topics covered in lectures include the history and modern politics of race relations in Washington, the history and modern politics of designing memorials in Washington, the history of urban layout in Washington and its modern urban setting, and the historical development of Capitol Hill, and its modern layout, and historic and modern political scandals in Washington. Textbooks are about the political and social history of Washington. Tests cover material from both lectures and readings. Visits in Washington include a large number of historic sites and building tours that focus on history along with meetings with people who operate in modern political or diplomatic settings.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

A professor whose main expertise is in the field of American political development (American political history) teaches the course and leads the trip to Washington whenever the course is offered. The professor's graduate level coursework, dissertation, and published book all involved American political history.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Students are tested on their understanding of concepts related to the political history of Washington DC learned from readings and lectures. In Washington, students are required to listen to historical and political speakers and ask discussion questions that show understanding of any material presented. And the field research paper assignments require that students place modern concepts of security and representation in the historical settings found in Washington to determine if the right balances have been found between security and democracy and between representation of interests in the Washington area with interests outside the Washington area.

General Education Designation Requirements

Bachelor Of Arts Requirements:

- BA: Natural Sciences
- BA: Other Cultures
- BA: Foreign/World Lang (12th Unit)

BA: Humanities

BA: Social and BA: Behavioral Sciences

BA: Arts

BA: Quantification

BA: Foreign/World Lang (All)

The content of the course as a General Education inter-domain (GS/GH) course meets the requirements for both a BA Humanities and BA Social and Behavioral Sciences designation.

Intercultural Requirements:

Well over 50% of course content includes material relevant to the United States Cultures designation, as all six criteria are covered in the course through readings, lecture topics, visits in Washington, and assignments. Assigned readings on Washington political and social history contain substantial portions about race relations, as do lectures on voting representation, the naming of Capitol Hill buildings, monuments and memorials, and local neighborhoods. Several visits in Washington also focus on issues of social identity, including meetings with union leaders, congressional staff members, and foreign diplomats. Most meetings in Washington offer students many different value and belief perspectives on US politics, as well as varied historical customs. The entire course is largely about the development of US cultural achievements through time, as are many buildings visited in Washington. While in Washington, students meet with officials from a diversity of backgrounds who work in politics or diplomacy - several presentations are made by two or more people of differing social backgrounds. And a large number of speakers in Washington advocate for social justice and equity from their perspective. Several lecture topics and readings address those issues as well. Grades are based on tests of those lectures and readings, required participation in discussions with the diverse group of leaders met in Washington, and two field research papers, of which one in particular about representation is all about whether the people and places visited in Washington represent the rest of the United States in values, in culture, and in diversity.

Campuses That Have Offered (PLSC 177) Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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UPLOADED DOCUMENTS FOLLOW:

POLITICAL SCIENCE 177
POLITICS AND GOVERNMENT IN WASHINGTON DC
SPRING 2017
3 CREDITS

Instructor : Robert Speel
Office: 159 Kochel, School of Humanities and Social Sciences
Office Phone : 898-6206
Office Hours : Tuesdays, Thursdays 3:00-4:30 PM or by appointment
E-Mail : rws15@psu.edu
Textbook : Tom Lewis, *Washington: A History of Our National City*

This course revolves around a Spring Break trip to Washington DC during the week of March 4-12. During that week, we will be meeting government officials, representatives of international embassies and institutions, and interest group and party leaders, and we will be touring various government buildings and visiting famous monuments, memorials, and museums.

The class will also be meeting in Erie each week before the trip and for a few weeks after the trip to discuss politics and government in the national capital of the United States and to take quizzes.

Grade : 30% Participation, 30% Quizzes, 40% Papers

Participation : The participation grade will include 10% from attendance and class participation in Erie, and 20% from participation in Washington. Students will each be required to ask questions of people with whom we meet in Washington during the week there. More details about this will be discussed before the trip. Students will also be expected to attend and participate in every event scheduled on the **week's** group itinerary.

Quizzes: There will be 7 quizzes scheduled in Erie, each worth 5% of your overall grade. The lowest quiz grade will get dropped. All quizzes will be of short answer format. Each quiz will include a combination of questions based on previous lectures in Erie, on assigned readings prior to the quiz, and on web research on places we will visit in Washington. Before each scheduled quiz, students will be sent an email that will mention which lecture date material will be covered on the quiz and will include all possible questions from the assigned reading and from web research for the upcoming quiz, and students should do the necessary web research to find answers to some of those questions. Makeups will only be given in extreme circumstances and will be of a different more difficult format than the regular quizzes. In general, students who find it necessary to miss a quiz should count that as their dropped score.

Papers: There will be two papers required of approximately 10 pages in length each. The papers will be based on analysis of student observations in Washington and will not require separate research. The papers will be due after the trip, and the assigned topics for the papers will be handed out in Erie before the trip.

Please turn to the other side.

Class meetings, reading assignments, quiz dates, and due dates

Thursday, January 12
Thursday, January 19 - Lewis, Introduction, Prologue, and Chapter 1
Thursday, January 26* - Chapter 2
Thursday, February 2 - Chapter 3
Tuesday, February 7 - Chapter 4
Thursday, February 9* - Chapter 5
Tuesday, February 14 - Chapter 6
Thursday, February 16* - Chapter 7
Tuesday, February 21 - Chapter 8
Thursday, February 23* - Chapter 9
Tuesday, February 28 - Chapter 10
Thursday, March 2* - Chapter 11
Thursday, March 16 - Chapter 12
Thursday, March 23* - Chapter 13
Thursday, March 30* - Chapters 14 and 15

***QUIZ DATES**

The first paper will be due on April 6. The second paper will be due on April 27.

The class will last meet on campus on March 30.

Penn State Erie, The Behrend College, puts a very high value on academic integrity, and violations are not tolerated.

Any violation of academic integrity will receive academic and possibly disciplinary sanctions, including the possible awarding of an XF grade which is recorded on the transcript and states that failure of the course was due to an act of academic dishonesty. All acts of academic dishonesty are recorded so repeat offenders can be sanctioned accordingly.

POLITICAL SCIENCE 177/296
ONE CREDIT
POLITICS AND GOVERNMENT IN WASHINGTON DC
SPRING 2017

Instructor : Robert Speel
E-Mail: rws15@psu.edu

The course centers on a one week trip to Washington DC over Spring Break 2017. Students will leave Penn State Behrend on Saturday, March 4, and will be returning on Sunday, March 12. The visit to Washington DC will include tours of many government offices and buildings and meetings with several political officials. The exact itinerary will be announced shortly before the trip.

The written requirement for the one-credit section of this course will be an approximately 10-page paper, typed and double-spaced, due on Thursday, April 27. The assignment will be based on analysis of observations made during the trip in Washington DC. This written paper will be worth 65% of the grade for PL SC 177/296. The other 35% will be based on your participation during our meetings with various officials. You will be required to ask questions of government, interest group, party, and international officials with whom we meet.

More details about your paper assignment and about the participation requirement will be distributed in February.

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Spring Break 2017
Washington DC Trip Itinerary
PL SC 177

Some times below are estimated, and some visits are subject to changes in times and days.**

Saturday, March 4

10:00 am - meet at Behrend at Erie Hall parking lot

5:00 pm - approximate arrival time at the Virginian Suites hotel in Rosslyn, VA, outside Washington, DC

6:00 pm - meet in Virginian Suites lobby for walk to Rosslyn Metro stop, introduction to Metro session, and trip to Union Station and local restaurants

9:00 pm - meet in Virginian Suites lobby for bus trip to local supermarket

Sunday, March 5

9:30 am - meet in Virginian Suites lobby

9:40 am - visit to the parking garage that ended a presidency (Watergate scandal)

10:10 am - walk past Trump International Hotel at the Old Post Office and Benjamin Franklin Statue

10:15 am - walk past FBI Building

10:30 am - visit to National Archives

Noon - lunch at Cascade Café, National Gallery of Art

1:15 pm - John Marshall Park outside Canadian Embassy

1:25 pm - National Law Enforcement Officers Memorial

1:30 pm - National Building Museum tour

2:45 pm - walk past Verizon Center

2:50 pm - brief visit to National Portrait Gallery

3:30 pm - visit to Ford's Theatre, Petersen House (where Lincoln died), and Lincoln museums

6:30 pm - meet in Virginian Suites lobby for monument and memorial tour - Washington Monument, National World War II Memorial, Lincoln Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial, Jefferson Memorial, George Mason Memorial, Franklin Delano Roosevelt Memorial, Martin Luther King Jr Memorial, Iwo Jima Marine Corps War Memorial

Monday, March 6

8:30 am - meet in Virginian Suites lobby

9:00 am - walk by National Museum of the American Indian, Ulysses Grant Memorial and James Garfield Monument

*9:30 am - meeting with Lauren Piera, International Relations Officer at US Department of Labor, and Penn State Behrend political science alumna

11:00 am - walk past Newseum, Grand Army of the Republic Memorial, Winfield Hancock statue

Noon - Pentagon tour

1:15 pm - lunch at International Square

2:20 pm - walk by Eisenhower Executive Office Building

*2:30 pm - tour and briefing at the Organization of American States with Betty Arevalo from the Secretariat for Hemispheric Affairs and Jane Thery, Senior Specialist of the Secretariat for Hemispheric Affairs

4:30 pm - walk through the Ellipse of President's Park, view National Christmas Tree and south lawn of White House, walk by Pershing Park and Department of Treasury building

*4:45 pm - meeting with Keith Bickel, Senior Vice President for Mortgage Policy with Bank of America

6:00 pm - Lafayette Square and view of north lawn of White House

6:15 pm - free time for the evening, see below for suggestions

Tuesday, March 7

9:15 am - meet in Virginian Suites lobby

*10:00 am - meeting with Yuri Unno, Director for International Trade Policy, Toyota Motor North America, and Penn State Behrend political science alumna

11:30 am - walk past Gallery Place, pick up lunch on way to next appointment, possibilities include Chipotle, McDonald's, ShopHouse Southeast Asian Kitchen, HipCityVeg, Chop't Salad Shop, California Tortilla, Panera, Starbuck's, Nando's Peri-Peri, Potbelly Sandwich Shop, Five Guys

*12:00 pm - meeting at Unite Here (union for hotel, restaurant, and casino employees) with Sam Epps, Political Director, and Penn State Behrend political science alumnus

2:45 pm - walk by embassies, including China, Egypt, Austria, Pakistan, Singapore, and Israel.

*3:00 pm - meeting with Peter Kmec, Ambassador of the Slovak Republic to the United States, and with Dagmar Timurova, Second Secretary, Political Section, Embassy of the Slovak Republic

5:15 pm - walk by Watergate complex and Saudi Arabian Embassy

5:30 pm - visit to Kennedy Center for the Performing Arts

6:00 pm - free time for the evening, see below for suggestions

Wednesday, March 8

8:45 am - meet in Virginian Suites lobby

*9:30 am - meeting with former US Representative Phil English, Republican from Erie, and currently a Senior Government Relations Advisor at Arent Fox law firm, with former US Representative Jim Slattery, Democrat of Kansas, and currently a partner at Wiley Rein law firm in Washington DC, and with Pete Weichlein, CEO of US Association of Former Members of Congress and a Penn State Behrend alumnus

*11:00 am - visit to C-SPAN studios and meeting with Steve Scully, Senior Executive Producer and Political Editor of C-SPAN and a native of Erie

1:00 pm - meeting with US Representative Glenn Thompson (R-PA) at the Capitol Visitor Center

1:30 pm - lunch at Capitol Visitor Center cafeteria

2:15 pm - Capitol tour with Interns Brendan Liberati from the office of US Representative Tom Reed (R-NY), Brian Rose from the office of US Representative Tom Marino (R-PA), and David Zevallos from the office of US Representative Salud Carbajal (D-CA)

*4:00 pm - meeting at Indonesian Embassy with Professor Ismunandar Ismu (refer to him as Professor Ismunandar - he's a former chemistry professor), Education and Culture Attache, Air Force Brigadier General Fadjar Sumiardji, Defense Attache, and Mr. Ferry Pasaribu, Head of Political Division

5:30 pm - Embassy Row, Gandhi statue at Indian Embassy, Letelier Monument on Sheridan Circle, Walk by Embassies of India, Sudan, Estonia, Latvia, Ireland, Bahamas, Greece, Romania, Georgia, Turkmenistan

6:00 pm - free time for the evening, see below for suggestions

7:30 pm (optional) - informal dinner with a group of Penn State Behrend political science alumni, many of whom participated in this course and trip in past years and who now live and work in the Washington area, Pentagon City Mall food court

Thursday, March 9

8:30 am - meet in Virginian Suites lobby

9:15 am - half of us tour State Department Diplomatic Reception Rooms and half of us visit US Diplomacy Center

10:30 am - half of us tour State Department Diplomatic Reception Rooms and half of us visit US Diplomacy Center

11:20 am - Einstein Memorial

*Noon - meeting and lunch at Greenberg Quinlan Rosner Research (Democratic political consulting firm) with Missy Egelsky, Vice President (and Penn State - UP alumna), pizza and refreshments will be provided

2:15 pm - brief meeting with US Senator Bob Casey (D-PA), Russell Senate Office Building

*3:00 pm - meeting with Tyler Minnich, Legislative Correspondent, Office of US Senator Pat Toomey (R-PA), Russell Senate Office Building

*4:15 pm - meeting with Mike Mastrian, Director, US Senate Radio-Television Gallery and visit to Senate Press Briefing Room

5:00 pm - Senate and House galleries

6:00 pm - free time for the evening, see below for suggestions

Friday, March 10

9:00 am - meet in Virginian Suites lobby

10:00 am - Library of Congress tour

*11:15 am - Supreme Court visit with lecture in Supreme Court chamber

*12:15 pm - meeting with US Representative Mike Kelly (R-PA), and Tim Butler, Director of Administration for Mike Kelly's office and a Penn State Behrend alumnus, Ways and Means Committee Room, Longworth House Office Building

1:15 pm - Lunch at Madison Café, Library of Congress

3:00 pm- visit to Arlington National Cemetery, Kennedy graves, Arlington House, L'Enfant tomb, Arlington Memorial Amphitheater, Changing of the Guard Ceremony at the Tomb of the Unknowns

5:30 pm - free time for the evening, see below for suggestions

Saturday, March 11

**Free time for the day, but the morning may include a White House tour and/or a visit to Arlington National Cemetery

Sunday, March 12

Note that Daylight Savings Time starts today, clocks/watches move forward one hour

12:00 pm - depart Virginian Suites

7:00 pm - approximate arrival back in Erie

*These 14 meetings, briefings, or presentations provide opportunities to ask questions for your participation grade. There will be more time at some of these meetings to ask questions than at others. Questions for the participation grade should be asked while sitting down, rather than during any tours conducted by people with whom we meet before we sit down together. You are free, however, to ask questions at any time.

**A potential visit to the Canadian Embassy would occur on Tuesday morning or Friday afternoon and would require some time changes on those dates. A change on Friday might move our Arlington National Cemetery visit to Saturday morning. If we get a last-minute White House tour, that would be on Saturday morning. Also note that Capitol Hill appointments and schedules often change at the last minute.

Free time suggestions - if you are unsure what to do during evening free times or on weekends, the faculty members on the trip can often offer recommendations. In addition faculty members may have plans to attend some event or location where a group of interested students might also wish to go, or faculty members may be looking for ideas themselves and be willing to join a group of students who would like to go somewhere - just ask.

EVENINGS - Most of the following involve spending money, either for tickets for events or to pay for restaurants or whatever you buy at stores. Exceptions begin with the label "Free."

MUSEUMS

---Free: Smithsonian American Art Museum and National Portrait Gallery, open until 7 pm each evening, Portrait Gallery strongly recommended for students interested in American history

---Free: African-American Civil War Memorial and Museum, open until 6:30 pm Tues-Fri

SPORTS

---Dallas Stars vs Washington Capitals (NHL), Verizon Center, March 6, 7:30 pm

---SheBelieves Cup, Women's Soccer, United States vs France, RFK Stadium, March 7, 7:00 pm

---Big 10 NCAA Men's Basketball Tournament (including Penn State), March 8-11, Verizon Center, times to be determined

LECTURES

- Free: Library of Congress Jazz Scholar Ingrid Monson, James Madison Building, 7:00 pm, March 9
- Free: The City of Magnificent Intentions historical walking tour by a National Park Ranger, starts at 7:00 pm at the Washington Monument, March 10
- Cultural Heritage Under Attack: Ancient Crimes, Modern Targets, with Archaeologist Frederick Winter, Smithsonian Ripley Center, March 8, 6:45 pm
- Total Exposure, with adventure photographer Keith Ladzinski, National Geographic Society, March 9, 7:30 pm
- Why Time Flies, about concepts of time with New Yorker writer Alan Burdick, Smithsonian Ripley Center, March 9, 6:45 pm

BOOKS

- KramerBooks & Afterwords café, famous DuPont Circle bookstore, open past midnight every night. On Wednesday, March 8, at 6:30 pm, General Michael Hayden, former director of the CIA and the NSA, discusses his book "Playing to the Edge: American Intelligence in the Age of Terror."
- Busboys and Poets, U Street area bookstore, restaurant, and cultural center, open until Midnight weekdays, and 1:00 am on weekends. On Thursday, March 9, at 6:30 pm, journalist Alia Malek discusses her book "The Home That Was Our Country: A Memoir of Syria."

PERFORMING ARTS

- Shear Madness murder mystery, nightly at 8 PM, Kennedy Center for the Performing Arts
- National Symphony Orchestra Cellist Alisa Weilerstein performs at the Kennedy Center for the Performing Arts, March 9, 7:00 pm, and March 11, 8:00 pm
- From the Mouths of Monsters, a modern theatre interpretation of Frankenstein, Kennedy Center for the Performing Arts, March 10 at 7:00 pm, March 11 at 4:00 pm
- Elena and Samora Pinderhughes jazz musicians, Kennedy Center for the Performing Arts, March 10 at 7:00 pm and 9:00 pm
- Christie Dashiell jazz vocalist, Kennedy Center for the Performing Arts, March 11 at 9:00 pm
- Ragtime (a theatre musical), Ford's Theatre, March 10 and 11, 7:30 pm
- Intelligence, a CIA inspired political thriller, Arena Stage Theater, March 7 and 8, 7:30 pm, and March 11, 8:00 pm
- Free: Korean National Contemporary Dance Company at the Arena Stage Theater, sponsored by the Korean Cultural Center, March 9, 7:00 pm

CINEMA

- Free: Screening of the 1971 British film Zeppelin, which is being added to the National Film Registry at the Library of Congress, James Madison Building, 7:00 pm, March 9
- Landmark's E Street Cinema featuring first-run independent and foreign-language films, along with Hollywood films
- AMC Loews Uptown 1, 1930s art deco movie theater with original one large screen

COMEDY

- Capitol Steps, a satirical musical performance written and produced by former Capitol Hill employees, every Friday and Saturday, 7:30 pm, Ronald Reagan Federal Building, strongly recommended
- DC Improv Comedy Club/Restaurant
- Free Sometimes: Underground Comedy club, Dupont Circle area, some free performances, some have cover charges
- Drafthouse Comedy

SHOPPING

- Pentagon City Mall, very popular mall 3 metro stops from our hotel, open nightly until 9:30 pm
- Georgetown shopping district, stores have various closing times
- Union Station, stores and food courts are open until 9:00 pm
- Tysons Corner Center, largest mall in the DC area, open nightly until 9:30 pm

NIGHTLIFE - a number of neighborhoods are known for their restaurants and clubs and stores open late, including Georgetown, Dupont Circle, Adams-Morgan, U Street Corridor, H Street Corridor, Chinatown, Woodley Park, and Old Town Alexandria and parts of Arlington in Virginia. Most of these areas are considered relatively safe at night, but check with me or with others who know Washington for guidance if you seek any.

WEEKEND SUGGESTIONS:

Everything listed below is free unless marked by a dollar symbol (\$).

SMITHSONIAN INSTITUTION MUSEUMS (all open 10:00 am - 5:30 pm and located on the Mall)

- National Air and Space Museum
- National Museum of American History
- National Museum of Natural History
- National Museum of African American History and Culture (new, timed passes required)
- National Museum of African Art and Sackler Gallery (Asian art)
- Hirshhorn Museum and Sculpture Garden
- National Museum of the American Indian
- Smithsonian Castle (opens 8:30 am)

OTHER MUSEUMS

- National Gallery of Art, on the Mall. 10:00 am - 5:00 pm
- \$Newseum, 9:00 am - 5:00 pm
- US Holocaust Memorial Museum, 10:00 am - 5:20 pm
- \$International Spy Museum, 10:00 am - 6:00 pm, open until 7:00 pm on March 11
- National Postal Museum, part of the Smithsonian, located across from Union Station, 10:00 am - 5:30 pm
- American Art Museum and National Portrait Gallery, part of the Smithsonian, 11:30 am - 7:00 pm
- Folger Shakespeare Library (next to Library of Congress), 10:00 am - 5:00 pm
- \$Madame Tussaud's Wax Museum of Washington DC, last tickets sold at 6:00 pm daily
- African-American Civil War Memorial and Museum, 10:00 am- 4:00 pm Saturday
- Renwick Gallery, American craft art, part of the Smithsonian, across street from White House, 10:00 am - 5:30 pm

NATURE

- National Zoo, in Rock Creek Park, indoor exhibits close at 4:00 pm, grounds open until 5:00 pm
- Rock Creek Park, also contains numerous historical buildings
- Chesapeake and Ohio Canal National Historical Park along the Potomac River in Georgetown
- Theodore Roosevelt Island, in the Potomac River, near our hotel
- \$National Geographic Museum, 10:00 am - 6:00 pm
- US Botanic Garden, next to Capitol building, 10:00 am - 5:00 pm
- Potomac Park, site of the cherry trees around the Tidal Basin
- George Washington Memorial Parkway parklands along the Potomac River with views of Washington - 5 minute walk from our hotel

HISTORICAL

- Old Town Alexandria, restored colonial-era town with modern stores
- Georgetown, lots of historical buildings and mansions
- \$Woodrow Wilson House, where President Wilson lived after leaving office, 10:00 am - 4:00 pm
- \$Mount Vernon, 9:00 am - 4:00 pm
- Congressional Cemetery, burial site of lots of famous people, Capitol Hill neighborhood
- Basilica of the National Shrine of the Immaculate Conception, 7:00 am - 6:00 pm, tours offered

CELEBRATIONS

- \$ShamrockFest St Patrick's Day Festival, featuring Dropkick Murphys, House of Pain, Coolio, and others, RFK Stadium, 2:00-10:00 pm, Saturday
- Rock N Roll Washington DC Marathon, 7:00 am - 2:00 pm, Saturday
- #BeBoldForChange Day Party, Music with female DJs, to celebrate International Women's Day, Saturday, 5:00-10:00 pm, the Park at Fourteenth Club

POLITICAL SCIENCE 177
POLITICS AND GOVERNMENT IN WASHINGTON DC
SPRING 2017
PAPER ASSIGNMENTS

Each paper should be approximately 10 pages (typed and double-spaced) in length and should be based on your analysis of observations made during our week in Washington DC. No outside research is necessary or expected. The grades will be based on the quality of the writing, the perceptiveness of the analysis, and the inclusiveness of many different observations made during the trip as the evidence for your analysis. Those observations should come from as many events, briefings, meetings, and tours on our itinerary as possible and should not focus on only a few places we visit.

Your papers should cite specific examples you observed as part of your analysis rather than vague recollections. You should keep a journal with some notes made each evening to enable you to remember what you saw when it comes time to write the papers. Remember that your papers are to be about what you see, what you hear, and what you discover during our week-long visit to Washington. The papers should not include extensive sections about political events that did not occur during our trip,

ASSIGNMENT #1 (DUE APRIL 6)

Security - The United States is a democracy. The original layout of the city, designed by French engineer Pierre L'Enfant, was meant to portray the city as the center of the new national democratically chosen government with its grand diagonal avenues, parks, and majestic buildings.

However many of the people today who work in those majestic and less majestic buildings along some of those diagonal avenues also have concerns over their security due to a number of past attacks on federal government facilities by terrorists or mentally unstable citizens. This concern only heightened after the terrorist attacks of September 11, 2001.

You will notice that most buildings we enter during our visit to Washington will require some sort of security clearance. The type of security check varies depending on the building visited.

The topic of your paper should be to reflect on the nature of security in Washington during our visit. Is it too much? Does it make citizens feel like they are criminals entering an armed camp each time they enter a building instead of citizens of an open democracy? Or is security not enough - do you feel citizens are able to enter and walk around most buildings too openly, possibly endangering the people inside? Do buildings in Washington find the proper balance? How does security differ in the places we visit? Where is it the greatest, and where is it the lowest? Which of the places we visit have more security than necessary, making citizens feel like potential criminals rather than citizens? Which of the places might need more security? Were security levels appropriate for each type of building we visited?

ASSIGNMENT #2 (DUE APRIL 27)

Representation - Washington DC represents American government both to Americans in the United States and to citizens and residents of other countries. Some argue that those who live and work in Washington are out of touch with the needs and concerns of Americans in the rest of the country. The monuments, memorials, and architecture of Washington are supposed to represent American values and aspirations. The international embassies and organizations that are located in Washington represent the people of other countries to Americans.

While you are in Washington, you are to observe, listen, and ask questions to each person we meet and to observe each building or structure we tour. Do the people we meet represent average Americans? Do they seem to understand the needs and concerns of people living in Pennsylvania or elsewhere in the U.S? Do the people we meet who represent foreign embassies or international organizations seem to understand the views and interests of Americans, or they are able to communicate well the goals of their embassy or organization to Americans? Do the government buildings, and monuments, and memorials we visit represent the aspirations, and values of Americans, or are they merely tributes to the interests, wishes, and values of those who live in and around the capital city? Is Washington truly a representative city?