

THE NATIONAL DEFENSE UNIVERSITY

WASHINGTON, DC



**INTERNATIONAL FELLOWS
AMERICAN STUDIES/FIELD STUDIES**

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Course Overview

The International Fellows (IF) American Studies Foundations Course prepares students for participation in the American Studies program throughout the academic year. The curriculum includes a focus on American History from the colonization of America to the present, and American Systems, including the Constitution, U.S. Government structure, federalism and states' rights, free market, and the social safety net. Themes in the readings, discussions in seminars, and the writing requirement, together with first-hand observations of America on field study practicums, provide theoretical foundations for the year in the United States.

Course Objectives

The American Studies Course objectives are pulled directly from these foundational directives: 1) Department of Defense Directive 5410.17 on the United States Field Studies Program (FSP); 2) Joint Security Cooperation Education and Training Manual (JSCET); 3) The Officer Professional Military Education Policy (OPMEP); and 4) The Chairman of the Joint Chiefs Desired Leader Attributes for Joint Force 2020.

The OPMEP outlines Learning Areas and Objectives for students at NDU, including the following taken from Learning Area 1: National Security Strategy¹:

Evaluate how enduring philosophical, historical, and contemporary American principles contribute to U.S. strategic thinking.

Department of Defense Directive 5410.17 and AR 12-15 outline the objectives that underlie the Field Studies Program at NDU²:

Promote an understanding of U.S. society, institutions, and ideals in a way in which these elements reflect U.S. commitment to basic principles of internationally recognized human rights:

*Human Rights
Law of War
International Peace and Security
U.S. Government Institutions
Political Processes
The Judicial System*

*Free Market System
Media
Education
Health and Human Services
Diversity and American Life*

¹ Chairman of the Joint Chiefs of Staff Instruction: Officer Professional Military Education Policy (OPMEP), E-G-1, 3.b.

² DOD Directive 5410.17, 3-4.

The CJCS Desired Leader Attributes for Joint Force 2020 presents a framework for understanding leadership development as an underlying purpose of the IF program³:

*Understand the environment and the effect of all instruments of national power.
Operate on intent through trust, empowerment, and understanding.
Think critically and strategically in applying joint warfighting principles and concepts to joint operations.*

American Studies Concentration

The American Studies concentration includes the American Studies Foundations course in the summer and continues in the fall and spring semesters with the American Studies elective concentration. The summer course will cover American History and the foundational American Studies Systems to provide the foundation for the learning objectives. The fall course will cover the fundamentals of the American society through discussions on social issues such as religion, race, gender, and popular culture. The spring semester will analyze American institutions, including media, free market, health and human services, and government. Academic credit for the course includes class time, trip pre-briefs, and assignments.

The certificate program includes classroom instruction, extensive travel through the field practicums, and writing and other assessments based on participation. Upon successful completion of the summer course, fall and spring electives, and attendance at the minimum number of Field Study practicums, an International Fellow will receive a certificate at graduation for completion of American Studies.

Learning Outcomes

- Students will analyze the role of Human Rights in the United States as a framework for understanding American systems, particularly education and health and human services.
- Students will investigate the American way of diversity and culture by exploring the role of freedom, religion and popular culture in the country and the effect they have on the American identity.
- Students will understand the societal shifts in racial relations and gender equality in the U.S. and how their changes are tied to the American identity.
- Students will explore regional and political identity in America as seen in various regions of the U.S. and the election.
- Students will consider the American identity in the country's perception on the world and in policymaking.

³ Memorandum from the Chairman of the Joint Chiefs of Staff regarding Desired Leader Attributes for Joint Force 2020, dated 28 June 2013.

American Studies Spring 2017 Schedule

All Classes meet on Wednesdays

Classroom sessions will be held from 1300-1500, except where noted

January 9: New Orleans Pre-brief

Jan 11-15 New Orleans

Learning Objectives: Diversity & American Life (creole / African American), government institutions, disaster management, free speech & media
Visits to: Tour of the city, local newspaper/radio station, Jazz history, Army Corps of Engineers, Naval Air Logistics Office (NALO), Hurricane Katrina impacts on ecology, economy, and society, swamp tour

Jan 18: Free speech & the press – Mr. Mark Phillips, NDU Director of Strategic Communications

Jan 20: Presidential Inauguration

Jan 25: Media — Newseum (1230 Bus, 1300-1530 Brief and Museum, return by 1600)

Feb 1: San Francisco Pre-Brief (0730-0845)

Feb 1: **1230-1430** Free Market Innovation & Human Capital – Dr. Todd McAllister, ES Professor

Feb 7-12 San Francisco

Learning Objectives: Diversity & American Life (CA lifestyle), human rights (LGBT), free market, international peace & security / law of war
Visits to: Mission San Francisco de Assisi, GLBT Museum, Entrepreneurship and Venture Capital Intro, Twitter HQ, Uber HQ, Air BnB HQ, HQ, Stanford University and Hoover Institute, Muir Woods

Feb 15: Congress – Dean Chuck Cushman, CISA

Feb 22: Visit to the Capitol/Legislative branch
(1230 Bus, 1300 Gallery viewing, 1500/1520 TOUR)
Reflection paper due (New Orleans or San Francisco)

Mar 1: Social Safety Net Panel – HHS, Homeless Shelter, Local government (1230-1500)

Mar 8: Supreme Court 1230-1500 (1230 Bus, 1300 Tour, 1345 briefing)

Mar 15: Legal Immigration/Refugees – Barbara Day, State Department, Bureau of Immigration & Refugees

Mar 22: Illegal Immigration – John Pogash, Department of Homeland Security

Mar 29: Interfaith Religion and Government Panel (1230-1500)
Last elective class

Mar 30: Detroit Pre-Brief, 1200-1315

April 3: Optional Paper Drafts Due in Blackboard (for American Fellows, final paper due)

Apr 4-8: NWC Detroit

Learning Objectives: Diversity & American Life, free market, government institutions, education, labor, race, city challenges of decline

Apr 18: Chicago Pre-Brief, 1515-1645

Apr 23-28: ES Peoria / Chicago

Learning Objectives: Diversity & American Life, free market through agriculture, government institutions, judicial system

May 1: Final Paper Due in Blackboard

May 3-12: Western (Hawaii / San Diego)

Learning Objectives: Diversity & American Life (Hawaiians, Latinos), government institutions, human rights through immigration, international peace and security

June 2: Final Impressions Paper Due

Assignment Guidelines

Writing Requirement

Students will be required to reflect on their field studies experiences through a series of low-pressure writing requirements.

- One 3-page personal reflection paper based on either of the field studies practicums in the spring semester (New Orleans or San Francisco).
- One group leader's notes on the group presentation, not graded, but submitted for group feedback.
- One culminating paper, 5-7 pages (double-spaced), based on one of the provided prompts.
- One paper at the conclusion of the field practicums that reflects upon changes perspectives on American identity and institutions. This paper is not graded, but will show the progress each student has made in critical thinking on the subject of America from the first impressions paper submitted over the summer.

Reading and Contribution

Students are expected to complete the readings and contribute to seminar and field studies discussions. Students will not be tested upon the specific information in the reading. However, class participation is worth 65% of the grade, so it is important to stay involved in class, the field practicums, and on Blackboard. The readings assigned are listed under the day when they will be discussed. Excerpts from articles and other texts will be provided throughout the course through Blackboard. Although texts have been chosen and reflected in the syllabus, these may change according to new developments in the American sphere. Suggested readings for the class will be posted weekly in advance of the class, and the intensive seminar will be expected to be familiar with these topics.

Plagiarism

Plagiarizing, defined as the practice of taking someone else's work or ideas and passing them off as one's own, is a serious offense. This may be in the form of copying and pasting from the internet, using someone else's quote without the appropriate citation, or copying someone else's paper or idea. Just like you would be very upset if someone quoted you without giving you credit, using someone else's words without citing them is wrong. Most times, plagiarizing is very obvious, for your written voice changes – almost like taking on an accent. As is consistent with your college, the American Studies course also forbids plagiarism in all its forms. Students caught plagiarizing will be subject to NDU official punishment measures in according to NDU academic policies.

Spring Grade Breakdown

Reflection paper	10%
Spring culmination paper	25%
Field studies group participation and presentations	15%
Class participation (field practicums, class, seminars)	40%
Blackboard discussions (minimum 3 posts)	10%

Grading:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
Under 80	Not passing
*Grades over 80% are Passing.	

Readings

- New Orleans and San Francisco Reference Guides
- Samuel Huntington, *Who Are We? The Challenges to America's National Identity* (New York: Simon & Schuster, 2004)
- Other articles as assigned

Assignment Guidelines

Reflection Paper

A reflection paper allows you to communicate about how an experience has shaped your understanding of material or topics we have discussed in class. It is similar to a newspaper Op-Ed (Opinion-Editorial), in that you are able to express your personal thoughts on something. However, Op-Eds generally do not pull assumptions out of the air; they also use references to support their case. While this assignment is **not** meant to be a research paper, having references – if only from the readings, speakers or experiences on the field practicum – give your paper credence.

Your reflection paper will focus on either New Orleans or San Francisco and its learning objectives. A stronger reflection will also ponder upon the concepts presented in class and the simulation we will complete together. Tell me about how you encountered American freedoms, individualism, and tension between the states and federal government (these are possibilities, not directives). A great reflection paper compares and contrasts the current city with a previous location. Can you find a strong similarity or difference with this location and Montana / New York / Philadelphia? Pick a theme and flesh it out. Your paper should be about 3 pages, double-spaced, with a cover page. The reflection paper is due no later than February 22nd in Blackboard, although it can be submitted earlier.

Your reflection paper should include the following:

- A title describing your paper
- An Introduction explaining your chosen topic or the question you are answering
- Near the end of the Intro, be sure to state a clear thesis with your argument, or the way you are answering the question.
- Complete the Intro with a road map of the selected points that you will use in the body paragraphs to support your thesis.
- Each body paragraph needs a topic sentence that explains what the paragraph as a total is about, and transitions from one thought to another.
- The conclusion should wrap up the entire paper, restating the thesis, but not introducing new information.
- Proper English writing, grammar, and punctuation

Grading Rubric:

10 – The paper is organized, reveals analysis based on thinking and experiences, and articulates a thesis. The paper is well-written and understandable.

9 – The paper has some organization, attempts to work through an issue, and states a thesis. The paper is mostly well-written but could use some improvement.

8 – The paper has minimal organization, states a weak thesis, but still attempts to show a learning process. The paper's writing could be much improved.

7 – The paper was haphazardly written, lacking organization, a thesis, a main stream of thought, and proper writing.

0 – Paper was not submitted.

Research Paper Assignment

This paper is intended to assess your analysis of the American identity based on your reflections and experiences of the trips in which you have participated, and outside supporting research. All outside reference material is required to be cited. The best papers compare and contrast experiences on different field practicums, but all papers need to reference an observation made on a field practicum. Drafts are optional for the spring semester, but are highly encouraged. Drafts and their FSL feedback will be uploaded into Blackboard. Deadline extensions can be requested through the student's FSL, and papers submitted past the deadline are subject to a reduction in grade. Final papers are due no later than May 1st through Blackboard/TK20. Papers need to be 12-point, normal font, double-spaced, 5-7 pages long.

**OPTIONAL Date Draft due: April 3rd
American Fellows Paper due April 3**

FINAL PAPER DUE MAY 1ST

In the spring semester, we cover a range of American institutions, including media, free market, government systems, and immigration. Your research paper will focus on one aspect of this and answer a question with a thesis supported by field practicums and other research.

Paper Topic – Choose one of the following on which to write:

- Should media report the news, or influence it?
- Does Capitalism Undermine Democracy?
- Are American governmental systems in decay?
- Is Congress Given Implied (not expressly stated) Powers by the Constitution?
- Is the Welfare State Obsolete?
- Does religion interfere with democracy?
- Are immigrants/refugees a threat to America’s Way of Life?
- Is illegal immigration beneficial or detrimental for America?
- Should the Supreme Court Seek the “Original Meaning” of the Constitution?

Research Paper Grading Rubric

Context of human rights / Thesis: 40%

Comparative Analysis and research: 40%

Grammar& Composition: 15%

Organization of paper / mechanics: 5%

	ABOVE STANDARDS (A/A-)	FULLY MEETS STANDARDS (B+/B)	MINIMALLY MEETS STANDARDS (B-)	BELOW STANDARDS (F)
Thesis	Thesis is exceptionally clear, concise and arguable.	Thesis is clear and supportable and generally evident throughout the paper.	Thesis is present but unclear, too broad, or too difficult to argue. The paper strays from the thesis.	Thesis is missing, incompletely expressed, or irrelevant to the assignment. Paper lacks a central idea or clarity of purpose.
Comparative Analysis	Thesis is strongly supported by research, arguments, and comparison of practicums that are consistently accurate and relevant. Sophisticated analysis based on personal interpretation and/or research with a logical conclusion.	Thesis is sufficiently supported by arguments and research. Conclusion logically flows from the thesis.	Thesis is generally supported by evidence, though not sufficient for all points. Reflection is inconsistent or superficial. Conclusion is present, but does not tie to the thesis as well as it could.	Thesis is not adequately supported; evidence is weak, inaccurate, or irrelevant. No real conclusion or irrelevant argument.
Grammar	Displays exceptional command of standard written English with well-crafted sentences and word choice.	Demonstrates sound command of written English with no persistent errors in grammar or mechanics.	Contains multiple errors in spelling, punctuation, capitalization, sentence structure, and/or word choice that interferes with communication.	Contains extensive errors that hinders communication.
Organization	Paper is remarkably clear and inherently logical in structure. Transitions are smooth and paragraphs are tightly constructed focusing on one central idea.	Paper has sound organizational structure with adequate transitions and few digressions of irrelevant thought.	Some degree of organization present but is difficult to follow due to weak structure.	Logical flow of ideas is interrupted, broken, or non-existent with haphazard organization.

Participation in the Course

For your contribution to be taken into account, you must read the assigned material (according to the weekly schedule) prior to each class. Field practicum, seminar and discussion section participation is worth 40% of your grade. Every student should ask at least one question per field practicum, but allow others the same chance. Due to the size of the class, there may not be many chances in class to ask questions or offer insights in the full classroom session, but you are expected to participate fully in the smaller discussion sections. Questions asked during the lecture or presentations should be thoughtful and based on curiosity or for clarification purposes, not to gain participation points.

The following standards are employed in this course to assess student grades for class contribution:

- A (9.5-10): Demonstrates superior preparation for each session as reflected in the quality of contributions to class. Asks relevant questions or offers insights in both class and on field practicums.
- A- (9.0): Above the average expected of a graduate student. Well prepared for class. Speaks frequently in class, and also asks questions on field practicums.
- B+ (8.7): A solid contributor to both class and question and answer sessions. Respectful of the views of others.
- B (8.5): Occasional contributions to question and answer sessions and group discussions.
- B- (8.0): Preparation is adequate, but rarely speaks in asking questions or in group discussions.
- C (7.0-7.9): Preparation is lacking, and remains silent. He/she frequently fails to respect the views of others, is sometimes belligerent in discourse with colleagues and/or instructor. Rarely steps forward to assume a fair share in seminar discussions. Usually content to let others form the class discussions and develop required seminar positions.

Group Presentation

During every field practicum, we will have a certain set of objectives that we will explore together. Each group of approximately eight individuals, representing regional diversity, will be assigned a set of questions to discuss while on the practicum. One member of each group will be assigned to present his or her group's conclusions on their assigned questions to the group at large on or near the last day of the trip during the Academic Session. Group discussions therefore must occur beforehand, and are generally not scheduled in the itinerary, which allows for group flexibility to meet. The 5-minute presentation should highlight what the group has experienced and reasoned through, not the presentation of an extended research analysis of the question. As we

proceed through the year, comparisons and contrasts of other field practicums are appropriate, especially where objectives repeat. The presentation should not be scripted, although notes may be used.

After the conclusion of the field practicum, the group leader will finalize the group's findings in a short reflection paper, due the Monday after the conclusion of the field practicum. Each group member will also assess the contribution of every group member in discussions and the preparation of the presentation. Therefore, each group leader is responsible to 1) schedule group meetings to discuss the assigned topic, 2) draft a presentation based on that conversation, 3) deliver said presentation during the academic session, 4) collaborate with the group to clarify what was said during the meeting on the trip (see #1), 5) submit group reflections or notes from the presentation given during the academic session. These papers should reflect the conversation, not the research that someone has done.

You will assess yourself and the other members of your group at the end of each field practicum on the participation of each group member to insure that everyone is pulling their weight as a member and a group leader. Peer assessment will count as 10% of your final grade, and each student is responsible to assess their peers; this grade will count for the group participation grade rather than the group paper.

Rubric for assessing peer contribution on field practicums:

Group members:

10- This group member was highly involved in orchestrating conversations about the questions to consider and contributed to group conversations frequently.

9- This group member was highly involved in group conversations.

8- This group member attended the group conversation and contributed some to the discussion.

7- This group member only attended the group conversation but did not contribute in any way to the discussion or presentation.

6- This group member did not attend any group meetings or respond to group emails.

Group leaders:

10- This group leader did a great job of orchestrating conversations and the group meeting, willingly accepted input from group members, completed the presentation well which presented a message in line with the group discussion, and wrote the group paper.

9- This group leader coordinated the group meeting, was involved in the conversation, did a good job on the presentation, and completed the paper.

8- This group leader needed some help in facilitating the group meeting, and relied heavily on group members to put together the presentation and/or the group paper.

7- This group leader did a poor job in planning a group meeting, did not do much for the group presentation, and asked others to complete the group paper/others had to write it for the leader.

Blackboard Discussions

I encourage dialogue to continue outside of class. One venue is Blackboard, where you can start threads, add material to threads, and add comments to other's posts. In the spring, you will be required to post THREE comments on the discussion board for your seminar. Each seminar has a separate group created in Blackboard, which makes it easier to communicate in a small group rather than the class as a whole; you are also welcome to post in the class discussion board as well. They should be substantial (does not have to be long, but of substance) and can include subjective reasoning, objective references, or a sharing of observations or news. They can address readings, presentations, learning objectives covered, or field practicums. These posts will count for 10% of your grade and must be posted by the day after the last class, March 30th.

Reading and Class Schedule

All Classes meet on Wednesdays
Classroom sessions will be held from 1300-1500, Panels are held from 1230-1500, and local visits will be held from 1230-1600

January 9: New Orleans Pre-Brief

Week 1: January 11-15 New Orleans Field Practicum

Objectives: The New Orleans pre-brief will prepare students for the field practicum to NOLA. The objectives include Diversity & American Life (creole / African American), government institutions, disaster management, Hurricane Katrina impacts on ecology, economy, and society, free speech & media

Learning Objectives:

1. **Diversity in American Life:** Exposure to US history, identity, and culture, through a tour of the city, lecture on jazz history, and a swamp tour
2. **US Government Institutions:** Exposure to disaster management and preparedness through discussions of the lessons learned from Hurricane Katrina with the Army Corps of Engineers, New Orleans Homeland Security and Emergency Preparedness office (NOHSEP), and lectures about the ecological and social impacts of the hurricane
3. **Media:** Open discussions on the role of free speech, free press, and different forms of media by visiting the *Times-Picayune* newspaper and WWNO, a local NPR radio station.

Questions to Consider:

- New Orleans is often referred to as the “most unique” city in the United States. Do you agree/disagree? Why?
- Why is culture so important to the city of New Orleans?
- How has New Orleans maintained its cultural traditions while at the same time growing in diversity?
- How has water impacted the city and what is the city’s future?
- How has NOLA’s demographics influenced its history?
- What is the role of government in natural or manmade disasters?
- What is the difference in the role of state vs. federal government in these types of events?
- With so many governmental and other agencies involved in disaster relief and response, how do they effectively work together?

- Whose responsibility is it to address coastal ecological erosion and other problems?
- How can a natural disaster continue to affect a region long after it has occurred (ecologically, policymaking, socio-economically, disaster response planning, etc.)?
- What are the long-term effects of Hurricane Katrina on the human population of New Orleans, and how have social dynamics in the city changed?
- How does a city reconstruct its social, economic, and ecological fabric after a disaster?
- What types of stories do local media organizations cover compared to national outlets?
- To what degree should the government be involved in free press and the media?
- Does the First Amendment permit the government to control, censure, or censor the media?
- What is the role of newspapers in holding governmental and non-governmental organizations accountable?
- Should media outlets remain unbiased and objective, or is editorializing acceptable?
- What is the difference between freedom of the press and freedom of speech?

Week 2: January 18 – Free Speech & the Press – Mr. Mark Phillips, NDU Director of Strategic Communications

Objective: This class will explore the foundations of free speech through the history of the First Amendment and the growth of the field of media, including the use of social media today and its implications. The TED Talk sets the stage for the semester by using the election to explain how deeply divided America is politically, and our inherent tribalism and purified political parties have separated us as a people; he offers a vision to heal these divisions. The American Press Institute (API) also put out an explanation on journalist objectivity, arguing that news sources were never meant to present news without bias, but in using objectivity in their methodology of sourcing information. Not claiming to have a bias, but then using carefully selected sources presented in a “neutral” voice is even more dishonest than admitting we all have a bias in presenting information. The suggested readings explore the rise of “fake” news in the recent election cycle and how countries and social media sites have responded, prompting questions about the role of social media and the ability for government to moderate the free press.

READINGS:

- TED Talk, *Jonathan Haidt*, “Can a divided America heal?”
<https://www.ted.com/talks?sort=newest&q=can+a+divided+america+heal>
- “The Lost Meaning of ‘Objectivity’,” American Press Institute,
<https://www.americanpressinstitute.org/journalism-essentials/bias-objectivity/lost-meaning-objectivity/>

Suggested readings:

- “What Does Trump's Election Mean for Digital Freedom of Speech?” *U.S. News and World Report*, January 17, 2017,
<http://www.usnews.com/news/national-news/articles/2017-01-17/what-does-donald-trumps-election-mean-for-digital-freedom-of-speech>
- Camila Domonoske, “Students Have ‘Dismaying’ Inability to Tell Fake News from Real, Study Finds,” NPR, Nov 23, 2016,
<http://www.npr.org/sections/thetwo-way/2016/11/23/503129818/study-finds-students-have-dismaying-inability-to-tell-fake-news-from-real>
- Terence McCoy, “Inside a Long Beach Web operation that makes up stories about Trump and Clinton: What they do for clicks and cash,” *Los Angeles Times*, November 22, 2016,
<http://www.latimes.com/business/technology/la-fi-tn-fake-news-20161122-story.html>
- Ishaan Tharoor, “‘Fake news’ threatens Germany’s election, too, says Merkel,” *Washington Post*, November 23, 2016,
https://www.washingtonpost.com/news/worldviews/wp/2016/11/23/fake-news-threatens-germanys-election-too-says-merkel/?utm_term=.e583a1544ef3
- “Facebook to Roll Out Fake News Tools in Germany,” *BBC News*, January 15, 2017, <http://www.bbc.com/news/business-38631847>

Questions to Consider:

- What types of stories do local media organizations cover compared to national outlets?
- To what degree should the government be involved in free press and the media?

- Does the First Amendment permit the government to control, censure, or censor the media?
- What is the role of newspapers in holding governmental and non-governmental organizations accountable?
- Should media outlets remain unbiased and objective, or is editorializing acceptable?
- What is the difference between freedom of the press and freedom of speech?
- Should social media sites moderate content, including news?
- Should media report the news, or influence it?

Jan 20: Presidential Inauguration opportunity: Meet at 0730 in the ES Parking Lot, or 0745 at Waterfront Metro station

Week 3: January 25 – Media — Visit to the Newseum (1230 Bus, 1300-1600 Brief and Museum)

Objective: Our visit to the Newseum will serve as a follow-up to the lecture on free speech and the press. The same questions apply as last week.

Week 4: February 1 -- Free Market Innovation & Human Capital – Dr. Todd McAllister, ES Professor

February 1: San Francisco Pre-Brief 0730-0845

Feb 1: Lecture **Special Time: 1230-1430**

Objective: This week, we will explore the institution of the free market in anticipation of our practicum to San Francisco. The lecture will give information about tech companies that focus on innovation, such as the ones we will visit on our trip and others located in the famed Silicon Valley. Many of these companies rely on foreign labor from countries that emphasize STEM education (Science, Technology, Engineering, and Mathematics), finding it economically beneficial due to the lower wages they pay foreign PhD graduates in these fields. This conversation will also tap into our discussion of education, particularly the technical school we visited outside of Boston. This lecture brings up many questions, but the larger question considers: Does capitalism undermine democracy?

Robert B. Reich, professor of public policy at the University of California, Berkeley, and former U.S. Secretary of Labor, accuses capitalism of undermining democratic governments' ability to serve the public good advance the general welfare.

The political power of the corporations exceeds that of the people, so many nations with democratic elections do not in reality function as democracies. Anthony B. Kim, a policy analyst at the Heritage Foundation's Center for International Trade and Economics, contends that economic progress through advancing economic freedom has allowed more people to discuss and adopt different views more candidly, ultimately leading societies to be more open, inclusive, and democratic.

READINGS:

- YES: Robert B. Reich, from "How Capitalism Is Killing Democracy," *Foreign Policy*, September/October 2007, <http://foreignpolicy.com/2009/10/12/how-capitalism-is-killing-democracy/>
- NO: Anthony B. Kim, from "Economic Freedom Underpins Human Rights and Democratic Governance," Heritage Foundation Web Memo, March 18, 2008, <http://www.heritage.org/research/reports/2008/03/economic-freedom-underpins-human-rights-and-democratic-governance>

Suggested Readings:

- Jeffrey E. Garten, "How to Win the Global War for Talent," *Foreign Policy*, October 5, 2015, <http://foreignpolicy.com/2015/10/05/how-to-win-the-global-war-for-talent-brain-drain-us/>
- Alan Neuhauser, "Foreign Students Outpacing Americans for STEM Graduate Degrees," *U.S. News and World Report*, May 17, 2016, <http://www.usnews.com/news/articles/2016-05-17/more-stem-degrees-going-to-foreign-students>
- Alkarim Jivraj, "The Evolving Venture Capital Debate," *Society of Actuaries*, November 2014, <https://www.soa.org/News-and-Publications/Newsletters/The-Independent-Consultant/2014/november/The-Evolving-Venture-Capital-Debate.aspx>

Questions to Consider:

- Does capitalism undermine democracy?
- Is importing workers better than educating your own population?

Week 5: February 7-12 San Francisco Field Practicum

Objective: This field practicum will open discussions of the role of the free market in America. We have seen the mentality of the free market in other ways in this class: education, health insurance, and non-governmental organizations. This trip will explore the free market in its raw form – the financial aspect of companies, particularly tech companies. We will discuss the creation of start-up businesses, venture capital, the growth of these businesses, and their impact not only on the local region, but also globally. There are several learning objectives for this practicum, but they all come together nicely in San Francisco, which is a welcoming environment for other cultures (including gay culture and life). This mentality extends to our conversations about America in the world at the Hoover Institute, and how much of it is reflected through social media.

Learning Objectives:

1. **Diversity & American Life:** California lifestyle, Mexican exploitation by religion at the Mission San Francisco de Assisi
2. **Human rights:** Lecture on civil rights at the GLBT Museum
3. **Free Market:** Entrepreneurship and Venture Capital (VC) Intro, Twitter HQ, Uber HQ, Air BnB HQ
4. **Media:** Twitter
5. **International Peace & Security / Law of War:** Hoover Institute at Stanford University

Questions to Consider:

- What about San Francisco has enabled such rapid cultural development / business development?
- Why has San Francisco become such a prominent hub for new and innovative thinking?
- In academia, San Francisco is often referred to as the “Garden and the Curse.” What might this mean?
- How is San Francisco a microcosm of the United States as a whole?
- What makes San Francisco such a unique, yet very American city?
- LGBT (Lesbian, Gay, Bisexual, and Transgender): How is the LGBT rights movement similar to and different from the movements of other disenfranchised groups in the United States, including African Americans, American Indians, women, Hispanic Americans, and others?
- Why is San Francisco considered a center of gay culture in the United States? What role has San Francisco played in the gay rights movement?
- How do LGBT rights fit into the American conception of Human Rights? How do other types of “Americanisms” (religion, conservatism, etc.) work against LGBT?
- Why have these companies chosen San Francisco for the headquarters?
- What are the pros and cons of venture capital as a corporate strategy?

- How have these companies and the many other Silicon Valley companies shaped the San Francisco identity?
- How are these companies and their development reflective of the overall economic system in the US?
- To what extent should the government regulate or be involved in the free market?
- How does the free market affect the environment?
- Twitter/Wiki/Airbnb platforms in the global marketplace provide their own regulation and self-policing on the platforms they provide others to create an online community. Should these platforms be responsible for regulating the content on their websites?
- Twitter: Is there value in a journalistic news media (newspapers, TV news) setting the speed of the news or in editing/curating the news? Or is it more beneficial to allow all users to publish their own stories at their own pace?
- How do you know what news being reported—specifically in social media—is correct? What is the advantage to breaking, unfiltered news?
- What are the implications when everyone is their own journalist?
- How much impact does the Hoover Institute (and other think tanks) have on public and foreign policy?
- For a superpower like America, is intervention or disengagement a more prudent policy?

Week 6: February 15 – Congress – Dr. Chuck Cushman, Dean at CISA

Objective: This week, we will launch our discussion on the U.S. government institutions—a theme that will continue until the end of the semester. Francis Fukuyama’s article highlights the inefficiencies of the American government bureaucracy and how it has failed to adapt to socioeconomic modernization.

The Constitution gives Congress (the House and Senate) 27 clearly defined powers. In article 1, Section 8, Clause 18, the Constitution states that Congress has the power “...to make all laws which shall be necessary and proper for carrying into execution the foregoing powers”. The argument about the implicit powers of Congress began with the founding fathers, and is still debated today, particularly if Congress has the authority of implicit, unstated powers allowed by the Constitution. Alexander Hamilton argued that the sovereign duties of a government indirectly gave the right to use whatever means were adequate to achieve its ends, even if not expressly stated by the Constitution. Because it was impossible for the founders to anticipate all future exigencies, Hamilton noted that the "general welfare clause" and the "necessary and proper clause" gave elasticity to the Constitution. Backing Hamilton, Chief Justice John Marshall, writing for the Supreme Court in 1819 on the case involving the creation of

the Second Bank of the United States, asserted that congressional powers may be implied in the Constitution, if they are “necessary and proper” for carrying out an express power, such as establishing a national bank in order to raise revenue; in addition, a state may not tax such an entity because “the power to tax is the power to destroy.” Thomas Jefferson, on the other hand, asserted that the powers of Congress should be limited and not include the authority to establish a national bank. The authority to incorporate a bank is not included in the Constitution as an enumerated power of Congress, and therefore extends past the authority given to Congress. This case study extends to discussions that we still have today about the proper role of Congress.

READINGS:

- Francis Fukuyama, “America in Decay: The Sources of Political Dysfunction,” *Foreign Affairs*, Sep/Oct 2014, <https://www.foreignaffairs.com/articles/united-states/2014-08-18/america-decay>
- YES: Alexander Hamilton, John Marshall, from *McCulloch v. Maryland*, 17 U.S. 316 (1819) <https://supreme.justia.com/cases/federal/us/17/316/case.html>
- NO: James Madison, Edmund Randolph, and Thomas Jefferson
Thomas Jefferson, “Opinion on the Constitutionality of the Bill for Establishing a National Bank” <http://founders.archives.gov/documents/Jefferson/01-19-02-0051>

Suggested Readings:

- This website may be able to explain it in easier terms, as well as explain particulars about Congress: <http://www.shmoop.com/legislative-branch/IMPLIED-powers-of-congress.html>
- Patrick Hickey, “Trump’s Agenda Depends on His Relationships with Congress,” *U.S. News and World Report* Opinion, January 15, 2017, <http://www.newsweek.com/trump-agenda-depend-relationship-congress-542144>

Questions to Consider:

- Is Congress given implied (not expressly stated) powers by the Constitution?
- Is the Constitution flexible or should it be a strict interpretation?
- Why are American governmental systems in decay?
- How can the country move past its current difficulties?
- How do the executive and legislative branches work together?
- How do checks and balances work within the U.S. government?

Week 7: February 22 – Visit to the Capitol/Legislative branch

Meet by 1230 for bus loading, 1300 Senate/House Gallery viewing, 1500/1520 Tour

Reflection paper due (Either New Orleans or San Francisco)

Objective: This week, we will see the previous lecture in action. We will first watch Congress in session by going to the viewing galleries to watch legislation debates. Consider the previous conversations as we witness the deliberations in session. Then we will split off for a tour of the Capitol itself, which will give an oversight of the history of the building.

You can see which exhibitions are currently available and the stories behind what we will be seeing at this website: <https://www.visitthecapitol.gov/exhibitions>.

You can check your backpack and coat at one of the coat checks inside the building, but you cannot take either into the viewing galleries. The following items are **prohibited** inside the building:

- Liquid, including water (you can buy water there)
- Food or beverages of any kind, including fruit and unopened packaged food
- Aerosol containers
- Non-aerosol spray (Prescriptions for medical needs are permitted.)
- Any pointed object, e.g. knitting needles and letter openers (Pens and pencils are permitted.)
- Any bag larger than 18" wide x 14" high x 8.5" deep
- Electric stun guns, martial arts weapons or devices
- Guns, replica guns, ammunition, and fireworks
- Knives of any size
- Mace and pepper spray
- Razors and box cutters

Week 8: March 1 – Social Safety Net Panel – Health and Human Services, Deborah Chambers from Central Union Mission, D.C. Department of Health Services

Special Time: 1230-1500

Objective: Our panel will give us insight into the different operations of the varying levels of government and non-governmental social assistance for the poor: the federal, state/local, and NGO (rescue mission for the homeless). The social safety net, also known as welfare, is given out through food stamps, housing vouchers, utility payments, and healthcare. The subject of government assistance based on tax money, as you have seen on our field practicums, has been hotly debated, prompting the question of whether the welfare state is now obsolete. Yuval Levin, a Fellow at the Ethics and Public Policy Center in Washington, DC argues that democratic capitalism provides a

compelling contrast to the shortcomings of the socialist welfare state, and thus nullifies the need for a welfare state. Social scientists Irwin Garfinkel, Lee Rainwater, and Timothy Smeeding believe that the welfare state enriches nations and should be maintained. Discussions about federal assistance permeate much of our conversations today, especially with a Republican majority in Congress and a Republican President in power, as they have made clear the reduction of federal ownership of these affairs, as we see in the movement to repeal the “Obamacare” federal health insurance mandate.

READINGS:

- YES: Yuval Levin, from “Beyond the Welfare State,” *National Affairs* (Spring 2011) <http://www.nationalaffairs.com/publications/detail/beyond-the-welfare-state>
- NO: Irwin Garfinkel, Lee Rainwater, and Timothy Smeeding, from *Wealth & Welfare States: Is America a Laggard or Leader?* (Oxford University Press, 2010), Introduction (PDF also available on Blackboard) <https://books.google.com/books?id=YYU3AwAAQBAJ&printsec=frontcover&dq=Irwin+Garfinkel,+Lee+Rainwater,+and+Timothy+Smeeding,+from+Wealth+&hl=en&sa=X&ved=0ahUKEwiDkbuU3qLKAhWBrB4KHbxbCYwQ6AEIHDA#v=onepage&q=Irwin%20Garfinkel%2C%20Lee%20Rainwater%2C%20and%20Timothy%20Smeeding%2C%20from%20Wealth&f=false>

Suggested Reading:

- Thomas G. West, “Poverty and Welfare in the American Founding,” Heritage Foundation, <http://www.heritage.org/research/reports/2015/05/poverty-and-welfare-in-the-american-founding>
- Kelsey Snell, “18 million would lose insurance in first year of Obamacare repeal without replacement, CBO report says,” Washington Post, January 17, 2017, https://www.washingtonpost.com/news/powerpost/wp/2017/01/17/18-million-would-lose-insurance-in-first-year-of-obamacare-repeal-without-replacement-cbo-report-says/?utm_term=.0697653ca001

Question to Consider:

- Is the welfare state obsolete?
- At what level should aid be administered to those who need it?
- Should there be restrictions on aid (length of time, requirement to work, etc)?
- Should the government be the ones responsible for the social safety net, non-governmental organizations, or businesses?
- Should all Americans be required to buy health insurance?

Objective: This week, we end our tour of U.S. Institutions with the Supreme Court, the body where all laws made by Congress and actions made by the president are cross-referenced with the Constitution. In theory, the Supreme Court (SCOTUS) should not be a controversial institution, since its purpose is to interpret U.S. law through legal precedent. Yet, Americans even debate the proper role of the highest court of the land. Its authority has grown since the 1960s, and some consider it now as a lawmaking body, rather than an interpretive one, especially with the recent decisions on allowing gay marriage. Others feel it has superseded the role of the states by developing national standards. Justices even differ on how they perceive their role as a justice in interpreting the Constitution. Supreme Court Justice Antonin Scalia rejects the notion of a “living Constitution,” arguing that the judges must try to understand what the framers meant at the time. Supreme Court Justice Stephen Breyer contends that in finding the meaning of the Constitution, judges cannot neglect to consider the probable consequences of different interpretations. Should the Supreme Court Seek the “Original Meaning” of the Constitution?

READINGS:

- YES: Antonin Scalia, from “Constitutional Interpretation,” Remarks at Woodrow Wilson International Center for Scholars (March 14, 2005) [http://www.bc.edu/content/dam/files/centers/boisi/pdf/Symposia/Symposia%202010-2011/Constitutional Interpretation Scalia.pdf](http://www.bc.edu/content/dam/files/centers/boisi/pdf/Symposia/Symposia%202010-2011/Constitutional%20Interpretation%20Scalia.pdf)
- NO: Stephen Breyer, Harvard University Tanner Lectures On Human Values, "Our Democratic Constitution," Harvard University, November, 2004 http://www.supremecourt.gov/publicinfo/speeches/sp_11-17-04.html

Questions to Consider:

- Should the Supreme Court Seek the “Original Meaning” of the Constitution?
- Is the Constitution fixed or flexible?
- Does the Supreme Court have the authority to make laws through their judgements?
- At what level (local, state, or federal) should laws on societal issues such as marijuana, gay marriage, or education be made?
- What changes will Trump’s appointees have on the court?

Objective:

In the fall, we discussed the role of race and immigrants as part of the American identity, and this week, we will debate the U.S. institutional policy of immigration. Together, we will question if multiculturalism – the co-existence of diverse cultures – or assimilation of cultures into the mainstream is more prudent for a society. We start with legal immigration, and next week, we will discuss the impact of illegal immigration.

This week, we will explore the question: Are immigrants/refugees a threat to America's Way of Life? Mark Krikorian, the executive director of the Center for Immigration Studies, presents the case against immigration. He emphasizes the changes in America that make immigration less beneficial for America. The current immigrants are not much different than immigrants in the past century but they do not fit the new America as well as the past immigrants fit the old America. One part of the story is that the new America will not assimilate immigrants well. Jason L. Riley, an editor of the Wall Street Journal, applauds immigration because it will propel, not impede, economic growth. America has a flexible labor market, where both employers and employees can change the work situation as they need or desire. "In the end, employers, workers, and consumers are all better off." America has a labor shortage that immigrants help fill without taking jobs in the aggregate from Americans. Riley also argues that new immigrants assimilate much like the old immigrants did.

READINGS:

- YES: Mark Krikorian, from *The New Case Against Immigration* (Sentinel, 2008) http://www.cis.org/sites/cis.org/files/articles/2008/krikorian_introduction.pdf
- NO: Jason L. Riley, from *Let Them In: The Case for Open Borders* (Gotham, 2008), <https://www.youtube.com/watch?v=DDK9lc2qx3I> (5 minute video)
- Huntington, Ch 8: Assimilation: Converts, Ampersands, and the Erosion of Citizenship

Suggested readings:

- Huntington, Ch 7: 158-177
- B. Wilkinson, "U.S. Multiculturalism or Cultural Assimilation?" The Huffington Post, October 10, 2015, http://www.huffingtonpost.com/a-b-wilkinson/us-multiculturalism-or-cultural-assimilation_b_8218490.html

- Kenan Malik, “The Failure of Multiculturalism: Community Versus Society in Europe,” *Foreign Affairs*, March/April 2015, <https://www.foreignaffairs.com/articles/western-europe/failure-multiculturalism>
- Steve Chapman, “Is American Multiculturalism a Failure?” *reason.com*, September 1, 2016, <http://reason.com/archives/2016/09/01/is-american-multiculturalism-a-failure>.
- Johanna Neuman, “A Venerable Tradition,” *U.S. News and World Report*, November 2010
- Andrew C. McCarthy, “The Controversy over Syrian Refugees Misses the Question We Should Be Asking,” *National Review*, November 28, 2015, <http://www.nationalreview.com/article/427698/syria-refugees-debate-muslim-immigration>

Questions to Consider:

- Are immigrants/refugees a threat to America’s Way of Life?
- Should America seek multiculturalism or assimilation?
- Is legal immigration beneficial or detrimental for America?

Week 11: March 22 – Illegal Immigration – John Pogash, Department of Homeland Security

Objective: We will continue our conversation from last week about the impact of immigrants on America, but more specifically, the effect of illegal immigrants on society and the economy. This subject too is controversial, and public debates question how much America should assist immigrants living in the country illegally – a topic we addressed in New York City, and will again when we visit the Border Patrol in San Diego.

READINGS:

- Huntington, Chapter 9: Mexican Immigration and Hispanization
- Danielle Renwick and Brianna Lee, “The U.S. Immigration Debate,” Council on Foreign Relations, February 2015, <http://www.cfr.org/immigration/us-immigration-debate/p11149>

- Browse the Pew Research Center Hispanic Trends page:
<http://www.pewhispanic.org/>

Suggested readings:

- Department of Homeland Security Immigration and Statistics page:
<https://www.dhs.gov/immigration-statistics>
- Molly O’Toole, “Trump’s Homeland Security Chief Will Be Confirmed, Not Controlled,” *Foreign Policy*, January 10, 2017,
<http://foreignpolicy.com/2017/01/10/trumps-homeland-security-chief-will-be-confirmed-not-controlled/>

Questions to Consider:

- Is illegal immigration beneficial or detrimental for America?
- Should illegal immigrants be made citizens, fined, or deported?
- What impact would be made on America if a wall was built on the border with Mexico?

Week 12: March 29 – Interfaith Religion and Government Panel: Imam Masjid Muhammad, Pastor Dr. Phil Faig, and a Rabbi TBD

Special Time: 1230-1500

Objective: Touching back to our lecture on Religion in America, this week we will apply the identity of religion to policymaking at the institutional level—in Congress, the Supreme Court, and at the state level. In 1993, Congress passed the Religious Freedom Restoration Act (RFRA), which protected Hobby Lobby in its 2014 Supreme Court case that preserved its religious freedom in the healthcare it offered to their employees (they did not want to offer a specific form of birth control). Since then, 20 states have passed their own state RFRA, which have been applied to gay weddings and transgender bathrooms. In foreign policy as well, religion plays a role in the development of strategy, policy, and its presentation to both Americans and the world. This panel will answer your questions on the role religion plays in public and foreign policy.

READINGS:

- Peter Montgomery, “12 Rules for Mixing Religion and Politics,” People for the American Way, <http://www.pfaw.org/media-center/publications/12-rules-mixing-religion-and-politics>
- Huntington, *Who Are We?*, Chapter 12: 21st Century America: Vulnerability, Religion, and National Identity

Questions to consider:

- Does religion interfere with democracy?
- What does separation of church and state really mean?
- Should religion be taken into account in laws or court decisions regarding individualism?
- Should states be allowed to pass religious liberty laws?
- Should religion be considered in military standards?
- In education, should parents be able to object to assigned readings for their children based on religious objections?
- What are the differing religious perspectives on issues like the rights of LGBT individuals?

April 3 Optional Paper Drafts Due in Blackboard

Apr 4-8 NWC Detroit

Learning Objectives: Diversity & American Life, free market, government institutions, education, labor, race, city challenges of decline

Apr 23-28 ES Peoria / Chicago

Learning Objectives: Diversity & American Life, free market through agriculture, government institutions, judicial system

May 1 Final Paper Due in Blackboard

May 3-12 Western (Hawaii / San Diego)

Learning Objectives: Diversity & American Life (Hawaiians, Latinos), government institutions (Border patrol, state Senate), state sovereignty, human rights through immigration, international peace and security

June 2 Final Impressions Paper Due: Final reflections that show how your thinking process about America has changed from your entry at the beginning of the year