Global Orientations: Citizens and Communities in Washington, DC

- GLBL-UA 9111 001 Spring 2015
- Meeting times and location variable
- 0 credits, P/F

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- The Constance Milstein and Family Global Academic Center, Room #202

This course will introduce students to the citizens and communities in and of Washington, DC. Students will learn about the unique history of the city by exploring how it was founded, designed, governed and developed to become America’s capital city with many important international and cultural institutions. We will learn how diverse populations maintain their cultural identity, support their communities and integrate into the fabric of the city. The course will also examine how individuals leverage their positions through institutions and organizations to ignite change in areas such as environmental sustainability, political activism, and international causes. Stakeholders from United States and foreign government agencies, domestic and international organizations, the non-profit and for-profit sectors, as well as public and private groups will be invited to participate. The unique structure of our local government will be discussed and visits to a local museum, monuments and a theater performance are planned. Students will consider the current state of affairs and be challenged to imagine how the future might be different. Respectful, factual, passionate and influential dialogue will be encouraged and expected. Guest lectures, panel presentations, interactive discussions, and field experiences will be used to help students consider these important issues.

Desired Outcomes

- Give students a shared study-away experience at the site
- Engage students in the historical, intellectual, political, and cultural identity of the site
- Prepare students for their course work by providing a foundation of the multifaceted nature of Washington, DC.

Assessment

1. Students will submit ~500-750 word reaction papers documenting their critical analysis of any 3 required events. Papers are due one week after required
Components

2. Students will prepare a final presentation connecting information and reflection from the course with other semester activities. (25%)

Failure to submit or fulfill any required course component results in failure of the class.

Assessment Expectations

This course is graded Pass/Fail. Students are expected to have completed all assignments and will have attended all required group meetings and activities.

Grade Pass: Students will actively participate in class discussions. Students’ reaction papers will include information from guest lecturers, assigned readings, and class discussions to inform and support their own original analysis of the assigned topic. Written work should be clear, well-organized and well-presented. By the end of the course, students will have demonstrated an understanding of the citizens and communities that have helped shape Washington, DC’s history and are impacting its future.

Grade Fail: The student’s work does not demonstrate an understanding of the subject treated in assigned readings and covered during group activities. The student is unprepared to contribute to the class discussion.

Pass = 100-65, Fail = below 65.

Grade conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
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<tr>
<td>86-84</td>
<td>B</td>
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<tr>
<td>83-80</td>
<td>B-</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>76-74</td>
<td>C</td>
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<td>73-70</td>
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<td>69-67</td>
<td>D+</td>
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<tr>
<td>65-66</td>
<td>D</td>
</tr>
<tr>
<td>below 65</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance Policy

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week,
even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades. Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. Beginning Fall 2014, at all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Program Coordinator for Academics in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Program Coordinator for Academics prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence. NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.
1) Written work due in class must be submitted during the class time to the professor.

2) Late work should be emailed to the faculty as soon as it is completed. If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9-5, M-F.

3) Late work will be reduced for a fraction of a letter grade (e.g.,: A to A-, A- to B+, etc.) for every day it is late, including weekends.

4) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.

5) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.

6) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.

7) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at 212-998-4980 or see their website (http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html) for further information.

As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your
written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


Required Text(s)


https://arch.library.nyu.edu/databases/proxy/NYU02916

Advanced search for Green as the author and Washington 101 as the title for the full text of the book. Click on the title and download the PDF.

Internet Research Guidelines

Please refer to section 4 “Internet Research” of the NYU Washington, DC Student Handbook.

Session 1

1/26/15
6:00 pm – 7:30 pm

Cultures and Communities

Students will examine the components of culture and intercultural competence, including factors that impact the intensity of exploring a new city and promoting intercultural competence. Guests from the many diverse minority populations will be invited to show how they maintain their cultural identity, support their communities and integrate into the fabric of the city.
Guest lecturers:

Richard Rosendall  
President  
Gay and Lesbian Activists Alliance of Washington, D.C.

Founded in 1971, the Gay and Lesbian Activists Alliance of Washington, DC (GLAA) is an all-volunteer, non-partisan, non-profit political organization that defends the civil rights of lesbian, gay, bisexual and transgender people in the Nation's Capital. GLAA lobbies the D.C. Council; monitors government agencies; educates and rates local candidates; and works in coalitions to defend the safety, health and equal rights of LGBT families. GLAA remains the nation's oldest continuously active gay and lesbian civil rights organization.

Franklin Garcia  
Former President and Founder, DC Latino Caucus  
US Representative (Shadow) for the District of Columbia

The DC Latino Caucus serves as a channel for the participation and involvement of Latinos in civic engagement and political activities within the greater Washington, D.C. Metropolitan area. This includes, but is not limited to: serving as an independent citizens’ lobbying group before metropolitan area officials, city administrators, neighborhood associations, and other organized groups. The DC Latino Caucus will promote Latino involvement in the political process through voter registration and education projects; endorsing specific Democratic Party candidates and candidates who are seeking an elective or appointed office affecting the Washington metropolitan area; and providing personnel and financial assistance to endorse candidates in accordance with applicable Federal, state and local laws.

Tonya Porter Woods  
Executive Director  
Jan’s Tutoring House

Jan’s Tutoring House was originally called Friends of Tyler School because tutors met with students at John Tyler Elementary School. The program grew, and was renamed Jan’s Tutoring House in honor of Jan Eichorn. Jan recruited tutors, board members and staff, raised and donated money, spread the word to families and the community and was a tireless advocate for Ward 6 and throughout the District. Their mission is to provide educational and enrichment activities for inner city Washington, DC school-age children and youth. They believe that this is best accomplished through one-on-one mentoring and tutoring, in a safe place, with nutritional support, through after school and summer programs.
Required readings:

- “Chocolate City, Vanilla Swirl, or Something Else? Race and Ethnicity in City and Region” (Chapter 8, Washington 101)
- “The Economic Life and Development of a Capital City” (Chapter 9, Washington 101)

Session 2

Institutions, Power and Politics

Guest Lecturers:

Steve Heuer (Moderator)
Director
Government Relations

Rep. Martha Roby (R-AL2) (NYU ’98)
Rep. Charlie Rangel (D-NY13) (NYU ‘57)
Rep. Diana DeGette (D-CO1) (NYU LAW ‘82)
Rep. Hakeem Jeffries (D-NY8) (NYU LAW ‘97)
Rep. Steve Israel (D-NY3)

NYU Alumni working in Congressional Offices

Required readings:

- “Institutions, Power and Political Community in Washington” (Chapter 4, Washington 101)

Session 3

Introduction to Washington, DC

An introductory lecture and walking tour will provide a sense of place for the city. Students will explore the “design of DC” to learn how the city was planned, architectural styles represented, images of activism, monuments erected to commemorate significant events and people and other highlights. Students will be better equipped to encounter the city by learning how it was founded, designed, governed and developed to become an international capital.

Guest lecturer:

Vicky Kiechel, NYU Washington DC Faculty
(Fall 2012, Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015)
Required readings:

- “Rome on the Potomac: The Classical Architecture of Washington” (Chapter 1, *Washington 101*)
- “Memorialization, the Mall and the National Imagination” (Chapter 2, *Washington 101*)

Recommended readings:

- “Neighborhoods and Suburban Communities of Washington” (Chapter 10, *Washington 101*)

**Session 4**

2/17/15

6:30 pm – 7:30 pm

**Home Rule, Race and Revenue in Washington DC**

**Guest Lecturers:**

Kimberly Perry  
Executive Director  
DC Vote

Kimberly Perry leads DC Vote and spearheads the strategy for its national civic engagement and advocacy efforts in pursuit of full equality and autonomy for DC. Before joining DC Vote, Kimberly spent 20 years leading a series of local, national and international education and lobbying efforts that have driven critical policy change to improve the lives of children and families. Her campaign models have been recognized internationally for not only getting every sector involved, but intentionally engaging young people and individuals most disenfranchised to lead. She’s led innovative start-ups that combat inequities for millions of children, domestically and abroad, such as the Clinton Foundation’s Alliance for a Healthier Generation; the UN Foundation’s global Girl Up campaign; the Clinton Global Initiative’s CGI America; DC Hunger Solutions, based at the Food Research and Action Center; and the Washington DC Regional Convergence Partnership. Kimberly is a member of the Board of Directors for the Congressional Hunger Center, The Corps Network, and a member of Leadership Greater Washington’s Class of 2004.

Tommy Wells  
Director  
District Department of the Environment  
Former Ward 6 City Council Member

Tommy Wells is responsible for leading a workforce of approximately 300 environmental professionals and overseeing the operations of four administrations, 13 divisions, and 14 branches that work collaboratively to protect the environment.
and conserve the natural resources of the District of Columbia. Most recently, Tommy served as Ward 6 Councilmember, a position he held since 2006. During his tenure on DC Council, Tommy Wells won support throughout Washington for his fundamental goal: creating a livable and walkable city for all. He is a passionate student of cutting-edge solutions—who brings the skill to forge the kind of collaboration that translates great ideas into real improvements in DC’s quality of life. Tommy started his Washington career in 1983 as a social worker in the DC foster care system, where he spurred and led a successful class action lawsuit, LaShawn v. Barry, to address the city’s failure to protect children in its care. In 1991, he took the helm of the DC Consortium for Child Welfare, where he was a force for creating neighborhood based-family service collaboratives that coordinate the delivery of city and nonprofit resources.

Wayne Reynolds
Chairman and Chief Executive Officer
Academy of Achievement

More than 10,000 students have participated in the Academy’s programs, in which leaders and scholars from diverse disciplines share their experience with graduate students from around the world. He expanded the Museum of the American Dream, Achievement Television Network, and the annual International Achievement Summit, which brings together leaders and scholars to share their experience in diverse disciplines with graduate students from around the world. Wayne advocated for the expansion of Ford’s Theatre Society’s educational programming, and for the transformation of Ford’s Theatre into a center for learning, dedicated to the life and legacy of Abraham Lincoln. He oversaw the development of the Center for Education and Leadership and served as Co-Chairman of the John F. Kennedy Center International Committee for the Arts, which supports the Kennedy Center’s international programs that have allowed the Center to expand its network to over 60 countries.

Required readings:

- “Home Rule, Race and Revenue: The Local Politics of Washington” (Chapter 7, Washington 101)

**Session 5**

TBD

**National Gallery of Art**

*Piero di Cosimo: The Poetry of Painting in Renaissance Florence*

The first major retrospective exhibition of paintings by the imaginative Italian Renaissance master Piero di Cosimo will open at the National Gallery of Art on February 1, 2015, and remain on view through May 3, 2015. *Piero di Cosimo: The Poetry of Painting in Renaissance Florence* features 44 of the artist’s most
compelling paintings, including fanciful mythologies, powerful religious works (one on loan for the first time from the church in Italy for which it was created 500 years ago), and sensitive portraits. Several important paintings underwent conservation treatment before the exhibition, among them the National Gallery’s Visitation altarpiece (c. 1489/1490).

**Guest lecturer:** Dennis Geronimus  
Associate Professor, Art History  
Curator, *Piero di Cosimo: The Poetry of Painting in Renaissance Florence*

**Required readings:**

- “A City of Magnificent Museums” (Chapter 3, *Washington 101*)

**Weissberg Forum for Discourse in the Public Square**

“Perspectives on the Shifting US Health Landscape: Leading Policymakers, Professionals and Providers Debate the New Geography Shaping Health in America”

Despite spending more money on health care than any other nation, the US performs poorly on a number of population health indices. Major transitions are underway, however, with hospitals shifting from in-patient volume to an emphasis on the value of services they provide, insurers supporting trends away from acute care delivery to community-based care and prevention, and informed consumers playing a more central role. Health reform in the Affordable Care Act (ACA) recognizes the importance of public health services that are often ‘hidden’ as a public good, less visible than hospitals or the latest technology or medication. This panel will explore the drivers of these tectonic shifts in health and how they will affect public health, and debate how best to get what our dollars should buy: a healthier population.

**Guest Lecturers:**

Kathleen Sebelius  
Former US Secretary for Health and Human Services

Eric Cantor  
Former US House Majority Leader

**Panelists:** TBD

**Required readings:**

None
Ford’s Theater

4/25/15
2:00 pm – 3:30 pm
Ford’s Theater
Freedom’s Song: Abraham Lincoln and the Civil War

This epic musical features the words of Abraham Lincoln and music inspired by the letters of those who lived through the Civil War. With rousing music, stirring speeches and rich, historic costumes, Freedom’s Song evokes the soaring hopes and tragic losses of the real people of Civil War America. Through a series of highly theatrical vignettes, we see everyday Americans courageously confront the gritty realities of a tattered nation and a war that pitted brother against brother. Lincoln’s inspirational words intermix with these stories, imagining a bloody nation once again unified and the return of a truly United States. Jeff Calhoun (Broadway’s Newsies) returns to direct this lively historical opus.

Required readings:

• None

Public Event at NYU Washington DC

Plan to attend one public event of your choice hosted at our site. A list of options will be provided to you for registering your choice. Attendance will be monitored.

Required readings:

• None

Public Event in Washington DC

Plan to attend one public event of your choice in Washington, DC. A list of options will be provided to you for registering your choice. Attendance will be monitored.

Required readings:

• None

Recommended readings:

• “A Center of American Protest” (Chapter 5, Washington 101)
• “Political Host to the World” (Chapter 6, Washington 101)
Final Class Project: Tell Your DC Story

At the final session, each student will give a presentation to the group that connects information and reflection from the course with other semester activities. Consider this as a way of preparing for an interview should a potential employer or admissions committee ask you about your study away semester in DC. The format of each individual's presentation is their choice and may include visual ("poster" presentation), electronic (blog, PowerPoint, Prezi, website, etc.), and/or other elements in a way that effectively conveys what s/he has learned this semester. Presentations should be 3-5 minutes and you will have access to the AV/IT resources should you want to utilize those for your presentation.

Your Instructor

Michael Ulrich started his position as Director of NYU Washington DC in May 2012 after eleven years at the University of Maryland. For most of that time, he directed study abroad and taught several short-term courses for premedical students in London, Paris, Amsterdam, Madrid and Cape Town. Prior to his tenure at Maryland, Michael was on the biology faculty at Elon University where his duties included co-chairing the department, teaching biology and interdisciplinary courses and developing new study abroad programs. He received a Ph.D. in Molecular Genetics from Washington University and graduated Phi Beta Kappa from the University of Iowa with a BA in biology. Michael was the author of an instructor’s manual for the biology textbook “Asking about Life” and has presented numerous times at regional, national and international conferences on his teaching and study abroad experiences.