

The Politics of National Memory



Course Information
PSCI 4373
The Politics of National Memory

Prof. Shema Mbyirukira
Tuesdays 6:30-9:30 pm
**Updated 01.08.25*

Professor Contact Information

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All Lecturers hold office hours by appointment.

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Lecturer (Capitol) [Dr. Mary Nugent, Ph.D.](#)
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Class Materials

The instructor may provide class materials that will be made available to all students registered for this class, as they are intended to supplement the classroom experience. These materials may be downloaded during the course; however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Course Prerequisites, Co-requisites, and/or Other Restrictions

Acceptance into the Archer Fellowship Program

Course Overview

This course uses the National Mall, which we define as the area between Arlington National Cemetery and Capitol Hill, as a classroom, textbook, and laboratory to explore and interrogate the stories that the United States tells about itself. In each class, we connect physical tokens of memory (e.g., monuments, statues, and museums) with selected readings to facilitate student engagement with difficult but essential civic and political questions: What is democracy? What is truth? What do we owe each other? How do we use our country's past to inform and shape its future, striving towards the ideals set out at its inception? How do we both reconcile the low points in America's history and amplify its moments of glory and pride to shape a more perfect Union? How do we reconcile the America that is with the America we aspire to be? In doing so, we seek to encourage students to acquire a lifelong relationship with the nation's capital; feel competent and excited about "reading" statues, memorials and museums no matter where they are; and acquire critical and analytic skills that enhance their confidence and effectiveness as citizens in a democracy.

The course focuses on the politics of national memory by fostering an ongoing, critical conversation—in class, in discussion groups, and beyond the academic setting—about the narratives that underlie the American experience. Along with visiting many of these sites, students will use historical analysis, science reports; a range of art forms—poetry, fiction, theater, sculpture, video and other visual media—as well as primary texts to inform and stimulate their thinking.

As the semester proceeds, students are asked to reflect upon and explore their personal experience of the National Mall, and many of the structures that define Washington and national memory today.

Class Themes and Tactics

In this class, we break down and deconstruct the social, historical, and ideological structures behind the stories and narratives that we tell about ourselves. That is what we mean by the politics of national memory.

The lectures this semester will revolve around the following themes:

- THE DREAM - What is the American dream? How did it begin? How has it evolved? What is it today?
- OUR IDENTITY – Who are “we the people”? What does it mean to be “a people”? Who is included? What does it mean to be a “we”? How has the “we” evolved?
- OUR LEGACY - What does one generation owe another? Statues (looking back). What do we owe the future? What do we do now to take care of ourselves?
- OUR RESPONSIBILITY - What is our responsibility to one another? What is our responsibility as citizens of a democracy?

The lectures will also integrate tactics that fellows can apply at work, home, and in communities. The tactics include:

- Using narratives to build bridges
- Disagreeing in a generative way (deep canvassing)
- Expanding the conflict (coalition building, changes dynamics)
- Interrogating the how, when, and why of change making
- Evaluating sources of information and combating mis/disinformation
- Active listening in an effort to be fully present in conversations

Student Learning Objectives/Outcomes

Through an examination of storytelling, readings, discussions and first-hand experiences students will learn three primary skills:

1. How to “read” components of the National Mall using **Statue Literacy, Memorial Literacy, and Museum Literacy**—rules that we can use to understand how tokens of national memory came into being and to acquire meaning; and how each token invites us to participate in the creation of new meaning today.
2. Recognize and understand the key American narratives and how they influence the concepts of **“democracy;” “truth;” and “equality.”** With these definitions students will:
 - a. better understand the nature of democracy, particularly American democracy;
 - b. see why democracy must seek the truth about its own past and how it attempts to do that;
 - c. decipher how what we as society remember relates— through stories—to what really happened;
 - d. analyze the degree to which arguments about the reality of the past directly connect to the trajectory of the future; and
 - e. explore (as emphasized on the Mall) art and science as distinct avenues to truth.
3. **“Think in Time” about societal and public policy issues;** have a reliable, systematic, and accurate way to apply practical lessons (i.e., tactics) from the past.

Required Textbooks and Materials

eLearning

All course materials available on eLearning. All assignments, except where noted, should be submitted to eLearning. Login to your eLearning account here.

Required materials

- Access to a computer and reliable internet service.
- You should be able to access the required readings online through the links provided (some may require your UTD credentials to access) or posted to the course website on e-Learning. You can access the UT Dallas Eugene McDermott Library's online catalog and databases here: <https://www.utdallas.edu/library/>.

The following will be posted to the PSCI 4373 eLearning site

*NOTE : Use your UTD credentials to gain free access to periodicals like the Wall Street Journal, Washington Post, New York Times via the Eugene McDermott Library (<https://library.utdallas.edu>).

- The History of Arlington National Cemetery, Website: [History of Arlington National Cemetery \(arlingtoncemetery.mil\)](http://arlingtoncemetery.mil)
- 1796: [Washington's Farewell Address](#), Daily American Advertiser
- 1876: [Frederick Douglass: Speech at Dedication of Emancipation Memorial](#)
- 1963: Warren Commission Report (Chapter 1, Summary and Conclusions): [Chapter 1 | National Archives](#)
- 2000: [Making the Memorial by Maya Lin](#), New York Times Review of Books, November 2000
- 2007: ["Tear Down This Wall," How Top Advisers Opposed Reagan's Challenge to Gorbachev -- But Lost](#) by Peter Robinson, Prologue Magazine, Summer 2007
- 2009: [How Arlington National Cemetery Came to Be](#) by Robert Poole, Smithsonian Magazine, November 2009.
- 2010: Erika Doss, Introduction, *Memorial Mania: Public Feeling in America*, p. 1-15. **[copy will be added in eLearning]**
- 2016: The Politics of Mourning: Death and Honor in Arlington National Cemetery by Micki McElya (selected excerpts) **[copy in eLearning]**
- 2017: [4 lessons for today's Women's Marchers from the suffrage movement](#). Washingtonpost.com, January 26, 2017.
- 2019: [Congress has a record number of women with children at home. This is why it matters](#). Washingtonpost.com, February 15, 2019.
- 2019: A Fool's Errand: Creating the National Museum of African American History and Culture in the Age of Bush, Obama, and Trump (Chapter 8) **[copy in eLearning]**
- 2020: [She was the glammers face of suffrage. Then she became its martyr](#). Washingtonpost.com, August 7, 2020.
- 2022: Anand Giridharadas: *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy* (selected excerpts) **[copy in eLearning]**

In addition: To encourage critical and creative thinking (Walt Whitman tells us that "poetry is the shortest distance between reality and the human heart"), we will begin each class by discussing a poem.

Suggested Course Materials

Weather-appropriate clothes, comfortable walking shoes, and an inquisitive mind. Also, plan to bring food/beverages for your dinner/supper.

Course Policies

Each class meets weekly on TUESDAYS from 6:30-9:30 PM at (the Archer Center, or other locations as noted). Lecturers reserve the right to meet off-site at locations relevant to the course experience.

Class Structure and Principles

Role of Lecturers

Each Lecturer will be assigned to a Discussion Group of up to twelve (12) students. The Discussion Group assignments will be posted on eLearning. The Lecturers will assess their students' engagement and participation in the course, including review and grading of written assignments. Lecturers are available for discussions, to answer questions, and to address concerns. Students who wish to meet with any of the lecturers should schedule a meeting with the Lecturer outside of class (these will serve as the Lecturers' office hours).

Graded Assignments

Each week, your lecturer will assess your participation in the class Discussion Group. Your lecturer will also assess and provide feedback on written assignments.

Students are required to submit at least three, 1-page (Arial, pt 12, 1.15 space) essays over the course of the semester, as described in the assignment table below. Students must complete at least one (1) written assignment before mid-term grades are due.

Please do not include a lengthy heading or the prompt before your essay, as this consumes some of your valuable writing space for you to express your analysis.

Essays are due to your lecturer at 11:59 pm on the Sunday following the lecture.

Students can only write one essay on a topic that their discussion group lecturer presented (i.e. two of your three assignments must be from a lecture led by one of the other three professors who does not run your discussion group).

In addition to the lecture-based written assignments, each student is required to submit a reflection spot essay before class on Tuesday, February 18, 2025. To complete the reflection spot assignment, each student must select a space in Washington, DC, to claim as your personal reflection spot, write an essay about why you selected the spot, and submit the essay with a photo of the location.

Submit your essays via eLearning. Login to your eLearning account [here](#).

Weekly Discussion Essay Topics

#	Class Date & Time	Topic	Location	Lecturer	Assignment	DUE
4	Tues. Feb. 4, 6:30- 9:30 pm	Art & Democracy	Kennedy Center	All lecturers	Alvin Ailey's signature piece "Revelations" draws heavily from African American spiritual traditions and the Black experience in the American South. How does the company's continued performance of this work over 60 years later serve as both a preservation of cultural memory and a living, evolving document? Consider how different generations of audiences might interpret these historical references through their contemporary lens.	2/9
5	Tues Feb. 11, 6:30- 9:30pm	Engaging Across Differences	Archer Center	All Faculty	How does deep canvassing serve as an innovative and effective approach in fostering meaningful conversations and influencing social and political attitudes in a community?	2/16
6	Tues Feb. 18, 6:30- 9:30pm	International Context: Memory, Monuments & Museums	Archer Center	Dr. Bergendorff	Do you agree that national memory can be collective? Use international monuments, memorials, and museums to explain your perspective.	2/23
7	Tues Feb. 25, 6:30- 9:30pm	Political Institutions: Made by and for whom?	Archer Center	Dr. Nugent	Pick a monument, memorial, institution. How does the design, location, or inscriptions at your selected site or institution reflect the power dynamics of who the political institution or token of memory was made for and by, and what would it take to create a more inclusive narrative?	3/2

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#	Class Date & Time	Topic	Location	Lecturer	Assignment	DUE
8	Tues Mar. 04, 6:30- 9:30 pm	Service, Sacrifice, and National Identity	Archer Center	Prof. Warbrick	What is the role of ANC in the American identity? What are the ethical considerations for memorializing individuals? How has the cemetery evolved since the Civil War? Post discussion: How did the grave sites and memorials reflect different narratives of America?	3/9
9	Tues Mar. 11, 6:30- 9:30 pm	Icons: Who Are Our National 'Heroes' and How Should They Be Remembered?	Emancipati on Memorial	Prof. Mbyirukira	Identify an individual that is not memorialized on the Mall (i.e., someone who is not memorialized in a statute, plaque, museum, or memorial) that made a significant contribution to the country we live in today, but is often not recognized for the contribution. What contribution did the person make and why do you think the contributions are often overlooked?	3/16
10	Tues Mar 18, 6:30- 9:30 pm	Monumental Conversations	Mall (multiple sites)	Dr. Bergendorff	How do you envision the future of the National Mall? What do you think it will look like as a public space 25 years from now in terms of monuments, museums, and artworks?	3/23
11	Tues Mar 25, 6:30- 9:30 pm	Steward of Power	Capitol Rotunda	Prof. Warbrick	What are the historical, political, and ethical dimensions of a peaceful transfer of power?	3/30

#	Class Date & Time	Topic	Location	Lecturer	Assignment	DUE
12	Tues Apr 01, 6:30-9:30 pm	John F. Kennedy's Assassination: A Case Study in Meaning Making	Art & Democracy Exhibit (Top Floor, Kennedy Center)	Prof. Mbyirukira	In what ways has the assassination of John F. Kennedy been used to construct or challenge collective memories of American identity, democracy, and leadership?	4/06
13	Tues Apr 08, 6:30-9:30 pm	Telling Our Stories: Hispanic Heritage	Verizon Technology Policy Center	Guest Lecturer: Adrian Aldaba	Meet up with another class member and ask them to tell you who they are; listen to their narrative and then write a short bio (no more than two paragraphs) on your classmate.	4/13
14	Tues Apr 15, 6:30-9:30 pm	Women: A part and apart	Lafayette Square, then Archer Center	Dr. Nugent	What does the paucity of monuments dedicated to women on the Mall reveal about the nation's collective memory and the role of gender in constructing political narratives?	4/20
15	Tues Apr 22, 4:30-6pm	Supreme Court Precedent as National Memory: America's Immigration Story	Supreme Court (front steps)	Guest Lecturer: Patrick Taurel	Select a landmark Supreme Court case and analyze how the case functions as a token of national memory. How does it reflect the values of its time, and how has its legacy shaped or challenged the ideals of American democracy?	4/27
1b	Tues Apr 29, 7-8:30 pm	Sunset Class	National Archives	All	Reflections on dreams for the future (post-Archer); what light will you take with you from the Archer experience?	None

During class-time, and throughout the semester, periodic assessments may be made to verify that you are doing the reading and learning the basic concepts of the course.

Grading Policy

Final grades are based on your attendance and participation in class, in addition to your Lecturer's assessment of your written assignments and your contributions to your discussion group. The midterm and final grades will be determined by Prof. Mbyirukira based on your class attendance (60% of grade), written assignments (30% of grade), and classroom participation (10% of grade).

An excellent written assignment should be an engaged response to what you have read and/or class discussion. As such, a summary is not sufficient. Some kind of argument must be offered. This could take several forms, including:

- Critique - noting a flaw or something you think is missing in the piece.
- Support - offering reason(s) as to why this is a useful or important article.
- Comparison - with another political system or country(s). Explain how the argument or description offered differs from another political context.

Your response should conclude with a few suggestions of questions for in-class discussion.

Class Attendance

Regular and punctual in-person class attendance is expected. Absences or tardiness due to work/internship requirements or illness will be excused but will require completion of a make-up assignment to receive credit. At the discretion of faculty, exceptions to the attendance policy may be made for absences due to extenuating circumstances. Students who have an excuse to miss a lecture must **inform the Lecturer in charge of their Discussion Group at least 24 hours before the expected absence and must also complete the make-up assignment.** The make-up assignment is to complete the written assignment for the week of the missed class. This would be in addition to the three required essays. Failure to communicate with your lecturer in a timely fashion about an absence or tardy is unprofessional and will negatively impact your grade.

Class Participation

Regular class participation is expected. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in groups or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures. Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Classroom Citizenship

All students and faculty are expected to adhere to the Archer Fellows guiding principles outlined here (also discussed during your pre-departure orientation training):

Guiding Principles for Archer Fellows – See page 8 in the Guidebook

- Archer Fellows represent not only themselves, but their home institutions, the Archer Center, the UT System, and the State of Texas.
- The Archer Center expects all Archer Fellows to abide by the highest standards of conduct, demonstrating the utmost integrity, character, respect, and professionalism.
- The Archer Center is committed to ensuring a diverse cohort and learning environment by selecting students with varying backgrounds, interests, fields of study, and political perspectives.
- The Archer Center is committed to bringing together students who value constructive and respectful dialogue among individuals and groups with varying ideas.
- Archer Fellows are expected to respect varying political, personal, and religious beliefs within the cohort and throughout the program.
- As an educational program, the Archer Center sees all aspects of the Archer Fellowship experience as an opportunity for learning: from the application and internship search process to the academic, networking, professional and fellowship opportunities provided throughout the semester.

- The Archer Center and Archer Fellows have a shared commitment to open, honest, and timely communication.

Archer Guiding Principles

Appreciation
 Responsibility
 Character
 Humility
 Empathy
 Respect

Grading Scale

A+ (98+)	A (94-97)	A- (90-93)			
B+ (88-89)	B (84-87)	B- (80-83)			
C+ (78-79)	C (74-77)	C- (70-73)	D (60-69)		F (59 or lower)

Midterm grades will be reported by **March 15**. Final grades will be reported to UT Dallas and your home UT System institution by **May 21** and posted in accordance with their respective grade submission deadlines. **Note:** UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Academic Integrity

Students are expected to abide by the academic rules and regulations established by the University of Texas at Dallas, which is the academic home for the Archer Center (see <https://www.utdallas.edu/conduct/integrity/> for a guide to ensuring academic integrity).

Harassment Reporting Requirements

Senate Bill 212 (SB 212), which took effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that both the instructor and the TA for this class are mandatory reporters and **MUST** share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information **CANNOT** be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the Title IX website.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

Academic Support Resources

The information contained in the following link lists the University's academic support resources for all students.

Please see <http://go.utdallas.edu/academic-support-resources>.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and Lecturers.

Academic Calendar

Academic Calendar & Class Schedule

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SECTION 1: DREAM & IDENTITY

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Class 1a: Monday, January 27, 7:30 am-9:00pm

All Faculty

The Library of Congress, Thomas Jefferson Building 10 First Street SE

Meet at the top of the steps to the library

The Sunrise Class opens the semester and allows us to reflect on our hopes and dreams for the semester. After the sunrise event, we will learn about museum and monument literacy and tour the Library of Congress.

Activity: What is your dream for the semester?

Reading: [Background on the March on Washington \(August 28, 1963\)](#)

Class 2 (Immediately after Sunrise Class), 9:00am to 12:00pm

All Faculty

The John W. Kluge Center at the Library of Congress

Lecture on museum and monument literacy and tour of the Library of Congress

Class 3

Wednesday, January 29 (Capital & Dupont)

2:00 pm – 5:00 pm - National Museum of African American History and Culture

Thursday, January 30 (Anacostia & Brookland)

2:00 pm – 5:00 pm - National Museum of African American History and Culture

Visit the National Museum of African American History (1400 Constitution Avenue, NW)

Meet at [National Museum of African American History and Culture](#) (outside entrance at 2 pm) timed ticketed entry at 2:15 pm for the Politics of National Memory class. While in the Museum, we will break into teams where each will address: What does Museum Literacy tell you about this museum? Find something in the Museum and use it to Think in Time.

**[Instructions](#): Bring a water bottle. All visitors to National Museum of African American History and Culture are subject to security screening.

Reading:

- A Fool's Errand: Creating the National Museum of African American History and Culture in the Age of Bush, Obama, and Trump (Chapter 8)

Class 4: Joint Class

Tuesday, February 4, 6:30 - 9:30pm

All Lecturers (Kennedy Center)

*Meet at The Kennedy Center (2700 F Street NW, Washington, DC 20566)

Art & Democracy: Alvin Ailey Dance Production

Tickets are provided.

Class 5: Joint Class

Tuesday, February 11, 6:30-9:30pm

All Faculty (Archer Center)

Engaging Across Differences

Reading:

- Anand Giridharadas: *The Persuaders: At the Front Lines of the Fight for Hearts, Minds, and Democracy* (selected excerpts)

Set ground rules for upcoming discussions; large and small group discussions on how to engage across differences; tips from both lecturers and students.

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SECTION 2: RESPONSIBILITY & LEGACY
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Class 6: Joint Class

Tuesday, Feb 18, 6:30-9:30 pm

Dr. Bergendorff (Archer Center)

International Context: Memory, Monuments & Museums

The lecture will situate our conversations on US debates over memorial politics by providing comparative international case studies.

Class 7: Joint Class

Tuesday, February 25, 6:30-9:30pm

Dr. Nugent (Archer Center)

Political Institutions: Made by and for whom?

Reading:

- [Congress has a record number of mothers with children at home. This is why it matters.](#) By Julia Marin Hellwege and Lisa A. Bryant

Class 8: Joint Class
Tuesday, March 04, 6:30-9:30pm
Prof. Warbrick (Archer Center)

Service, Sacrifice, and National Identity

Arlington National Cemetery is a hallowed place within the National Mall that holds a special place in forming our national identity and memorializing our narrative. This class follows after the Archer Center's traditional wreath laying ceremony (9/22) at the Tomb of the Unknown Soldier and will examine the themes of service, sacrifice, and national identity.

Reading:

- [History of Arlington National Cemetery](#)
- ["How Arlington Came to Be"](#)
- ["The Politics of Mourning"](#) – Introduction

Class 9: Joint Class
Tuesday, March 11, 6:30 - 9:30pm
Prof. Mbyrukira (Emancipation Memorial)

*Meet at Emancipation Memorial (Lincoln Park Dr NE, Washington, DC 20002)

Icons: Who Are Our National 'Heroes' and How Should They Be Remembered?

This lecture will delve into the complexities of memorializing historical figures through the lens of the Emancipation Memorial and Frederick Douglass's speech. We will explore how collective memory shapes and reshapes our understanding of key figures like Abraham Lincoln, while grappling with the nuances and controversies that arise in commemorating them.

Reading:

- [Frederick Douglass: Speech at Dedication of Emancipation Memorial](#)

Class 10: Joint Class
Tuesday, March 18, 6:30-9:30pm
Dr. Bergendorff (Mall, multiple sites)

First meeting location TBD

Monumental Conversations

This lecture explores how different artists, architects, politicians, and citizens have shaped the symbolic landscape of the National Mall. We will discuss the concept of collective memory and place monuments in dialogue with one another.

Reading:

- Erika Doss, Introduction, *Memorial Mania: Public Feeling in America*, 1-15.
- Maya Lin: *Making the Memorial*, 1-7: <https://veryinteractive.net/pdfs/lin-makingthememorial.pdf>

Class 11: Joint Class

Tuesday, March 25, 6:30 – 9:30pm

Prof. Warbrick (Capitol Visitors Center)

*Meet at the Capitol Visitors Center (located at First Street and East Capitol Street NE)

Steward of Power

The U.S. Capitol is not only the center of D.C., but an iconic symbol of power that embodies democracy as the host of the Presidential Inauguration and the ceremony of a peaceful transfer of power. We will visit the Rotunda and explore President Washington's legacy, his message in his farewell address, and the other elements that reinforce this democratic principle.

Reading:

- [Washington's Farewell Address](#)
- [Reagan's "Tear Down this Wall" Speech \(Peter Robinson\)](#)

Class 12: Joint Class

Tuesday, April 1, 6:30-9:30pm

Prof. Mbyirikira (Arts & Democracy Exhibit, Kennedy Center)

John F. Kennedy's Assassination: A Case Study in Meaning Making

Reading:

- Warren Commission Report (Chapter 1, Summary and Conclusions): [Chapter 1 | National Archives](#)

Class 13: Joint Class

Tuesday, April 8, 6:30-9:30pm

Guest Lecturer (Verizon Technology and Policy Center)

Telling Our Stories: Hispanic Heritage Month

Adrián Aldaba, the Manager of National Education and Public Programs for the National Museum of the American Latino, will be our guest speaker. He will share the origins of the museum as well as provide insights as to its future.

Reading:

- [Willful Neglect: The Smithsonian Institution and U.S. Latinos](#) (Report by Smithsonian Institution Task Force on Latino Issues)

Class 14: Joint Class

Tuesday, April 15, 6:30-9:30pm

Dr. Nugent (Lafayette Square, then Archer Center)

Women: A part and apart

Reading:

- [She was the glamorous face of suffrage. Then she became its martyr](#), by Diane Bernard
- [4 lessons for today's Women's Marchers from the suffrage movement](#), by Corinne McConaughy

Class 15: Joint Class

Tuesday, April 22, 6:30-9:30pm

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Guest Lecturer (Supreme Court)

meet at steps to Supreme Court facing 1st Street

Supreme Court Precedent as National Memory: America's Immigration Story

Patrick Taurel, Partner at the law firm of Grossman Young & Hammond, will be our guest speaker. He will explore America's story around immigration as told through Supreme Court landmark cases.

Class 1b: Joint Class

April 29, 7-8:30 pm

Sunset Class

All Faculty (National Archives)

*Meet at 701 Constitution Avenue NW steps to National Archives for the concluding class.