HIST 151 Crisis of American Civil Liberties
Saxe - Section 20154, Buckman 204, 1-1:50 MWF
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Office Hours: 11-12, MF or by appointment, 307 Clough

Course Description
This course will focus on the development of critical thinking and writing skills through the study of debates over civil liberties in 20th Century American history. Students will examine different historical moments where Americans have argued about definitions of acceptable dissent and struggled to interpret the meaning of important terms such as “patriotism” and “consensus.” By entering into these debates, students will be expected to express their own views about both the events being studied, but also the larger questions of civic participation in American democracy. The class will take students through the process of developing effective essays, including peer editing and multiple draft revisions, in order to produce college-level writing and to clearly express your ideas and research. By the end of the course, students will comment on the current state of debates about civil liberties in the United States and suggest future directions these discussions may take.

Required Texts
Ellen Schrecker, The Age of McCarthyism
Geoffrey Stone, War and Liberty

Course requirements
Essays
The hard copy of all essays should be typed, double-spaced, and have page numbers. Essays should be affixed with either a clip or staple. They should also have the following at the top of the first page: name, a meaningful title, date, and the word count. Ex: Robert Saxe
The Tyranny of Professors: A Case Study of History 151
February 1, 2009
680 words

Also, an email copy of your essay must be sent to the professor on the due date. The title of the document should be your last name and the number of the essay. Ex: “Saxe2”

In addition, any use of sources must be cited using Chicago-style footnotes (see http://www.chicagomanualofstyle.org/tools_citationguide.html for help or you may ask the instructor). A title page and works cited page are not necessary. At the end of each essay, the Rhodes pledge should be printed and signed.

Failure to follow these guidelines will result in a penalty on the essay’s grade.
Essay 1 - 10% of final grade (1000 words)
For your first essay, I would like you to consider the propaganda techniques used by the Committee on Public Information during WWI. For your essay, please identify two or three different pieces of propaganda, either speeches or advertisements or both, used by the American government during WWI to support the war effort. These can be readily found in the Rhodes library or online. I can help if you are having difficulties locating source material, but make every effort to locate them first (a simple Google search may not be enough).

Then, I would like you to construct an essay looking at the techniques used by the government to garner support for the war effort. What are the arguments being made in your evidence? How effective are the techniques being used? Overall, I would like your essay to answer the question: should the US government have used propaganda techniques to encourage support for the war effort in WWI?

Deadlines for this essay:
January 22
Topic for First Essay due in class
January 25
Outline for first Essay due in class
January 27
First draft of First Essay due in class; Workshop in class
February 1
Final draft of First Essay due in class

Essay 2 - 15% of final grade (1500 words)
For your second essay, I want you to survey all of the reading up to this point and think carefully about the notion of "the state." Using the course readings as evidence, I want you to answer the following question: what is the responsibility of an American to follow the rules of the American state? Make sure that you define your terms and provide evidence to support your claims. Please include evidence from at least three of the readings.

Deadlines for this essay:
February 10
Topic for Second Essay due in class
February 15
Outline of Second Essay due in class
February 17
First draft of Second Essay due; Workshop in class
February 24
Final draft of Second Essay due
Essay 3 - 20% of final grade (2000 words)
For your third essay, I want you to survey all of the sources in the "Documents" section of the Schrecker book. Identify at least three readings that you feel best exemplify the controversies of the age of McCarthyism (please avoid Hook and Douglas). Use these sources as a guide to evaluate the movie *Good Night and Good Luck*. What do these sources show that the filmmakers got right in the movie? What did they miss? Make sure to answer the following question: **Is Good Night and Good Luck a useful resource for students to understand post-WWII anti-communism?**

Deadlines for this essay:
March 31
**Outline for Third Essay due in class**
April 5
**First draft of Third Essay due in class; Workshop in class**
April 9
**Final Draft of Third Essay due in class**

Essay 4 - 25% of final grade (3000-3500 words) This will be a longer research essay. For the final essay of the course, you are to choose a topic on American civil liberties and write a research paper related to the themes of the course. The most difficult challenge of this kind of paper is to decide on a workable topic. A quick survey of the required readings may help to narrow down an area of interest. Another approach is to look at the types of sources that are both available and interesting to the writer and develop a topic from that point. The nature of the topic of this paper is wide open, but it will need to be related to the themes of the course. You may select a particular issue, individual, or theme for your topic. In addition, you will give a presentation on your topic.

Deadlines for this essay:
February 8
**Topic for the Fourth Essay due in class**
March 12
**Bibliography for Fourth Essay due in class**
April 12
**Outline and Intro/Conclusion for Fourth Essay due in class**
April 28
**Final Draft of Fourth Essay due in class**
April 23-28
**Research Presentations**

**Short assignments** – 10% of final grade. There will be a series of short writing assignment throughout the semester.

**Take home final exam** – 10% of final grade.
Class Participation
Active participation in class discussion is the best way to achieve a good class participation grade. Class participation also includes good conduct. Failure to participate in class, neglecting to do the reading for the day, sleeping or leaving during class, playing games on your laptop or doing text messaging during class may all have a negative impact on your grade – 10% of final grade.

Course Policies:
Class attendance is mandatory. Students are allowed three absences without penalty. Students are required to find out what they missed in class on the day of their absence. If students miss more than three classes, they are required to meet with the professor to discuss their absences. Failure to do so will result in the lowering of a student’s final grade by one third grade point for every absence over three. Please consider this policy when planning for extracurricular activities (sports, mock trial, etc.) Absences for extracurricular activities are counted towards the total number of absences.

Due dates and times for writing assignments are fixed. All assignments are due in class, not in the professor’s mailbox. To avoid last minute printer problems, please print out your paper well before class. Late assignments will receive a failing grade. All of the assignments for this class must be completed. Failure to complete an assignment will result in a failing grade for the class.

The professor supports the Rhodes College Honor Code. To demonstrate commitment to the Code, each student must write “pledged” and sign his/her name on every assignment. If you have questions about plagiarism, please talk to me directly (we will also discuss plagiarism during class).

Course schedule

Wednesday, January 13
Introduction

Friday, January 15
American Wars and Liberty (Stone, 1-40)

Monday, January 18
MLK Day

Wednesday, January 20
Essay Writing: Argument; Selection of Topic

Friday, January 22
WWI and 100% Americanism (Stone, 41-63)

Topic for First Essay due in class
Monday, January 25
Manufacturing Consent – the Committee on Public Information (Bring your ads from WWI)

**Outline for First Essay due in class**

Wednesday, January 27
**First draft of First Essay due in class**: Workshop in class

Friday, January 29
WWI Continued (Randolph Bourne, “War is the Health of the State,” 1918, and Eugene Debs, Canton, Ohio speech, 1918)

Monday, February 1
The Red Scare

**Final Draft of First Essay due in class**

Wednesday, February 3
The Red Scare Continued (“Account from Centralia,” 1919)

Friday, February 5
Essay Writing: Intro/Conclusion

Monday, February 8
The Immigration Acts of 1917 and 1924 (Debates about the acts)

**Topic for Fourth Essay due in class**

Wednesday, February 10
Mexican “Repatriation” (selections from Balderrama, *Decade of Betrayal*)

**Topic for Second Essay due in class**

Friday, February 12
Scottsboro (selections from Goodman, *Stories of Scottsboro*)

Monday, February 15
Essay writing: Clarity

**Outline of Second Essay due in class**

Wednesday, February 17
**First draft of Second Essay due**: Workshop in class

Friday, February 19
WWII and the Four Freedoms (FDR, “Four Freedoms” speech; selections from Stouffer et. al, *The American Soldier*; Fleeger, "Forget All the Differences," *Journal of American ...
Monday, February 22
WWII and Japanese Internment (Stone, 64-84; John Dower, "Race, Language and War in Two Cultures: WWII in Asia," 1996)

Wednesday, February 24
McCarthyism before McCarthy (Schrecker, 20-30; 278-283; Stone, 85-106)
**Final draft of Second Essay due**

Friday, February 26

Monday, March 1
Essay Writing: Research

Wednesday, March 3
Civil Liberties and the Media: Communists in Hollywood (Schrecker, 63-79, 89-93, 126-133, 214-16, 226-241, 244-248)

Friday, March 5
Watch *Good Night and Good Luck* (2005)

Monday, March 8
Finish *Good Night and Good Luck*

Wednesday, March 10
Assessing McCarthy's Legacy (Schrecker, 93-95, 104-106, 166-168)

Friday, March 12
Discuss Film
**Bibliography for Fourth Essay due**

Spring Break

Monday, March 22
Essay writing: Evidence and Opinion

Wednesday, March 24
The Cold War and the 60s (JFK’s inauguration speech; LBJ’s “Great Society” speech; MLK’s “I Have a Dream” speech)

Friday, March 26
Anti-War, Anti-America? (Selections from FBI reports on anti-war protest and MLK; Richard Nixon’s “Silent Majority” Speech; Stone 107-127)
Monday, March 29
The War on Terror or War on Liberty? (Stone, 128-165)
**Topic for Third Essay due in class**

Wednesday, March 31
**Outline for Third Essay due in class**

Friday, April 2
Easter Break

Monday, April 5
**First draft of Third Essay due in class; Workshop in class**

Wednesday, April 7

Friday, April 9
War on Terror Continued
**Final Draft of Third Essay due in class**

Monday, April 12
**Outline and Intro/Conclusion of Fourth Essay due**, workshop in class

Wednesday, April 14
Privacy and the War on Terror (John Solomon and Barton Gellman, “Frequent Errors in FBI’s Secret Record Requests,” Washington Post, 3/9/07)

Friday, April 16
Effective Research Presentations

Monday, April 19

Wednesday, April 21
The Future of American Civil Liberties (Stone, 166-184)

Friday, April 23
Research Presentations

Monday, April 26
Research Presentations
Wednesday, April 28
Research presentations
**Final Draft of Fourth Essay due in class**
**Pick up Take Home Final Exam**

Friday, April 30
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