

“The things taught in schools are not an education but the means of an education.”

*Ralph Waldo Emerson*

**LEH 301- Q01W: Public Enemies, Public Heroes: Crime in American Politics and Society**

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T 2:00-4:30  
CA 201  
Spring 2007

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From the Wild West to the White House, this course examines crime and public reaction as an expression of American moral standards, cultural values and politics. Some who venture too far from accepted norms are punished, while others may be celebrated. Combining elements of history, sociology, political science and legal studies we will explore how crime and law-breaking behavior is interpreted by society and attempt to understand why some are condemned while others are revered.

**Blackboard:**

This course will utilize Blackboard – an Internet-based course management website. Students must have access to the Internet either on or off campus to complete this course successfully. All assignments, instructions, grades, announcements and any other information relevant to this course will be posted on Blackboard. Students should check the site regularly. The full syllabus, detailed course description and policies are posted on Blackboard.

To access Blackboard through the CUNY Portal, go to the following address:  
<http://www.cuny.edu>

In order to log in to the portal, you must first create a portal account. For information on this procedure, click on the Portal Help link on the CUNY portal page or refer to the following: <http://www.lehman.edu/docs/portalinfo.pdf>

Once you have logged on to Blackboard you can then navigate your way to the page for this course. Students who experience trouble using Blackboard should contact ITR: 152 Carman Hall, 960-8421, [itr@lehman.cuny.edu](mailto:itr@lehman.cuny.edu)

**Required Books:**

Friedman, Lawrence, *Law in America: A Short History*, New York: Random House, 2004

Koh, Harold H., *National Security Constitution: Sharing Power After the Iran Contra Affair*, New Haven: Yale University Press, 1990

Kornbluh, Peter and Malcolm Byrne, *The Iran-Contra Scandal: The Declassified History*, New York: The New Press, 1993.

McMahon, *The Cold War: A Very Short Introduction*, New York: Oxford University Press, 2003

Olson, Keith W., *Watergate, The Presidential Scandal That Shook America*, Lawrence, Kansas: University of Kansas Press, 2003.

Strunk, William, *The Elements of Style Illustrated*, New York: The Penguin Press, 2005.

You will need two reference books in this course. The first is a good dictionary. The second is William Strunk's *Elements of Style*. **Always bring both of these books with you to class!**

### **Semester Project:**

All of the reading and writing assignments in this course will be directly related to the semester project. We will be studying a series of historical events from Vietnam, Watergate and Iran-Contra and analyzing the significance of these events from various points of view. Each student will be assigned a specific point of view and will be responsible for representing that particular viewpoint in all class discussions, presentations and writing assignments.

"The act of writing is the act of discovering what you believe."
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<i>David Hare</i>
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This is a writing intensive course. You will be required to complete a number of different writing assignments. We will be studying the elements of composition and style. Proofreading, instructor and peer feedback are all important aspects of the writing intensive class. There will be several different types of writing assignments.

#### **1. The Elements of Style:**

We will begin each class with a lesson from William Strunk's book The Elements of Style, you should bring this book with you to each class. You will be expected to apply these lessons to all of your writing assignments.

#### **2. Discussion Board Questions:**

You will find the interactive discussion board on Blackboard. Discussion questions will be posted for each of the assigned readings. Students are required to post answers to these questions and general comments about the readings. At least one post is required for each assigned reading, in other words at least one post before each class meets. The discussion board is meant to be an interactive forum for class members to discuss the readings and topics outside of class using writing. It should be used as a discussion, with students responding to one another, debating issues and exchanging viewpoints.

The discussion board is also an excellent forum to communicate with classmates, ask questions and share ideas and resources.

**3. Document Analysis:**

We will be studying a series of primary documents in class. Primary documents are the original pieces of evidence that researchers use to prove a case, whether it is a legal case or academic debate. We will examine a new document in each class, complete a document analysis worksheet and discuss the source, meaning and significance of the document.

**4. Research Assignments:**

Each week you will be required to complete a research assignment. Each student will be given a research task. You will be asked to locate a relevant primary document, complete your own document analysis at home, write a brief report and present your findings to the class. The document should represent your assigned point of view.

**5. Weekly Writing Assignments:**

A short weekly writing assignment will be due each Monday. These writing assignments will include reviews, letters, news article, essay, etc. Specific instructions will be posted on Blackboard.

**6. Term Paper:**

You will be required to write a term paper describing the role of your assigned point of view in these historical events. Students will use the documents, research, sources and writing from earlier assignments to compose their term papers. Papers will be presented to the class during finals week. Specific instructions will be posted on Blackboard.

**Grades:**

“I shall tell you a great secret, my friend. Do not wait for the last judgment, it takes place every day.” *Albert Camus*

Student grades will be based on a combination of the writing assignments, attendance and class participation. This course depends upon student preparedness and class participation. Those students who do not demonstrate familiarity with the readings in class will not pass this course.

“We judge ourselves by what we feel capable of doing, while others judge us by what we have already done.” *Henry Wadsworth Longfellow*

Class participation & attendance:	20%
Discussion Board Posts:	20%
Document Analysis/ Research Assignments	20%
Short Writing Assignments:	20%
Final Research Project:	20%

<b>Week</b>	<b>Date</b>	<b>Important Dates</b>	<b>Topics</b>
1	1/30	Introduction	The American Legal System
2	2/6		Cold War Introduction
3	2/13		Truman & National Security
4	2/20		“The Fog of War”
5	2/27		Vietnam
6	3/6		Pentagon Papers
7	3/13		Kissinger & War Crimes
8	3/20		Watergate
9	3/27		“All the President’s Men”
	4/3	Spring Break	
	4/10	Spring Break	
10	4/17		Impeachment
11	4/24		Reagan & the 1980s
12	5/1		Iran-Contra
13	5/8		Oliver North
14	5/15		Investigations & Outcomes
15	5/22	Presentations, Final Papers Due	

\*Schedule subject to change at instructor’s discretion.

“For the unlearned, old age is winter; for the learned, it is the season of the harvest.”

*Hasidic saying*