

FIRST THINGS:

Structure of the Blackboard Website and First Assignment

Announcements	The announcements posted when you open your course each time will highlight weekly course assignments, monthly essay writing assignments, and pending deadlines. Any changes in assignments will also be noted here. Relevant clarifications about weekly and monthly writing assignments will likewise be noted on the course announcements page.
Assignments	Here you will find the weekly assignments in detail, with links to resources for the assignments in the Internet. There are two parts to each week's assignments: the Reading and Research, and the Reflection and Writing. The weekly assignments will be posted on well in advance of when they come due.
Discussion Board	This is where we will discuss topics ("threads") based on the weekly reading and research assignments. You will be expected on the average to contribute three times to the Discussion Board (more will earn you extra points).
Course Material	Articles, texts, audio & visual material for the course not available (or difficult to get) on the Internet.
Course Information	Details about the course: grading policy, deadlines, how to submit written work, etc.
Prof. Whittaker	Information about your instructor and how to contact him.
DDBox & Grades	Digital Drop Box: Convenient way to send essays -- remember to SEND (not just Add); Grades are the scores you have earned -- See Course Information for Grading Policy

First Assignment

Go to **ASSIGNMENTS** and follow the instructions in the files in TOPIC-00.

FEAR: The Cold War and American Culture

LEH301
 ONA4W
 Spring 2007

Prof. Robert Whittaker
 Office: CA266, x7806, rwhittaker@rusinc.net
 Office Hours by appointment

NOTE: The following schedule is approximate and tentative. The actual, exact assignments will be found under each topic in the ASSIGNMENTS in Blackboard.

Topic	Date Due	Midnight	Assignment	Reading	Writing
00	2-Feb	Friday	Honor Code & Introduction		hc
01	9-Feb	Friday	Cold War: Atmospherics	Web pages	Essay01
02	16-Feb	Friday	Red Scare: Dimensions	SW, Ch. 1	Essay02
03	23-Feb	Friday	Trials: Hiss & Rosenbergs	SW, Ch. 2 + Web	Essay03
04	2-Mar	Friday	Hearings: HUAC & McCarthy	SW, Ch. 2 + Web	Essay04
ME*	9-Mar	Friday	Justice and Hysteria		ME#1
05	16-Mar	Friday	Americanism: Politics & Religion	SW, Ch 3-4	Essay05
06	23-Mar	Friday	Informing: Kazan	SW, Ch. 5 + Web	Essay06
07	30-Mar	Friday	<i>On the Waterfront</i>	film	Essay07
08	13-Apr	Friday	Refusing: Miller	SW, Ch. 5 + Web	Essay08
09	20-Apr	Friday	Art vs Politics	AM-Crucible	Essay09
ME*	27-Apr	Friday	"Crucible" vs "Waterfront"		ME#2
10	4-May	Friday	Film and Television	SW, Ch. 6-7	Essay10
11	11-May	Friday	Resistance & Dissent	SW, Ch. 8-9 + Web	Essay11
ME*	18-May	Friday	Fear & American Culture		ME#3

CODE Books ordered at the bookstore:

- SW** Whitfield, Stephen J. *The Culture of the Cold War* (ISBN 0-8018-5195-5, paper) 2nd, 1996 Johns Hopkins
AM Miller, Arthur *The Crucible* (ISBN 0-14-243733-6, paper) 2003 Penguin Classics

* ME: Major Essay

Books may be purchased anywhere, or library copies can be used.

Objectives and Scope of the Course

All sections of LEH301: "The American Experience" have this common purpose:

This course is designed to pull together in an interdisciplinary manner what students have learned from earlier distribution courses in areas related to American history, culture, identity and what it means to be an American. Its goal is to give all Lehman students an educational experience at an advanced level in the area of the humanities, the natural and the social sciences. In general the course will emphasize the puzzle of American identity.

This section of LEH301 is titled: Fear - The Cold War and American Culture

The primary objective of this section is to acquaint students with the impact of the Cold War on American culture, on the intellectual and political life of the country, and on its creative traditions in literature, theater and film. This is primarily a study of how America reacted to the fear of Communism in its political and social institutions and in its cultural and spiritual life. The Cold War covered a 45-year period from 1946 to 1991. This course will emphasize the first third of the period, from 1946 to the 1960s, when the fear of subversion, on the one hand, and nuclear annihilation, on the other, became a dominant force in the lives of all Americans. The course will examine the political uses of fear as a peculiarly American phenomenon. The manner in which Americans respond to real and perceived threats is a topic of current interest as well.

It is also an objective of this course to offer opportunities for students to improve their thinking and writing skills and use of English, as well as to become familiar with the rich resources for study and research made possible by access to the World Wide Web. Through a combination of weekly writing assignments and exploration of Internet resources, students should find that their knowledge of American cultural traditions will enrich their understanding of the world we live in.

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WELCOME to FEAR in American Culture!

COURSE REQUIREMENTS: Students enrolled in this section of LEH301 will be expected

- To have access to the Internet (at home or at the College or anywhere), to an e-mail account (either the College e-mail or any e-mail service that you can use), and to access the Blackboard site regularly and often.
- To complete all assigned course work on time.
- In addition to weekly reading and writing assignments, the course includes class discussion, which you are expected to participate in.
- In addition there will be three major essays, for which detailed instructions will be issued well in advance of their due dates.
- Finally, breakdowns in computer, Internet, e-mail, and other malfunctions are NOT the instructor's responsibility. Each student **MUST** take reasonable precautions by keeping back-up copies of submitted work. In the event of disasters - big and little - your instructor will usually accept reasonable explanations. But the course will continue, and your responsibility is to maintain access and participation.

NOTE: There are no examinations for this course (for details, see Examinations under **COURSE INFORMATION**). All students are required to familiarize themselves with the Plagiarism Guidelines and submit in writing a signed copy of the Honor Code Affirmation (again, see **COURSE INFORMATION** for details).

Expectations and Surprises: What This Online Course Requires of You!

The Easy Part:

- All the work for the course is online, so you can complete it **at your convenience**, whenever you can fit the time. There is only one class meeting.
- The subject matter of the course is **not difficult**: there is no specialized knowledge required.
- You will need to have only a minimum of computer skills. The skills you need are:
 - The ability to get to the Internet using a browser, either from the College or from home or from anywhere, using any account you wish
 - The ability to send email, using either your own account or the account the College supplies for you
 - The ability to use a word processor, like Microsoft Word (much better than WordPerfect or Microsoft Works)

The Not So Easy Part:

- The class has **DEADLINES**, however, very strict deadlines! You must complete and submit your work by Friday midnight each week: this includes weekly writing, Major Essays and Discussion Board contributions.
- You must be able to **MANAGE YOUR TIME** and be able to work **INDEPENDENTLY**. Although the subject matter is not difficult, you must be organized and work through the assignments regularly in order to be on time.
- You will need to keep up your account on Blackboard (you already have one, even if you don't know this) and check the course **daily**.
- You must use standard precautions to back up your work and protect it from accidental loss. Accidents do happen, especially when working with computers!

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Books Ordered at the Bookstore

The following books have been ordered:

- Whitfield, Stephen J. *The Culture of the Cold War* (ISBN 0-8018-5195-5, paper)
2nd edition, 1996
- Johns Hopkins UP Miller, Arthur *The Crucible* (ISBN 0-14-243733-6, paper)
Penguin Classics, 2003

You can buy/acquire these books anywhere you find it convenient: any bookstore, Amazon.com, any library.

The film "On the Waterfront" is also one of the works we will be studying: this film is available for rental in most video rental stores. Copies are in the Library for viewing there.

EXAMINATIONS

There are **NO** examinations for this course. But this does not mean that it is not a demanding course. Grading will be based on written work - weekly pieces and the longer monthly essays - and on class participation.

DEADLINES

What the course **DOES HAVE** is deadlines. The deadlines are rigorously set in order that students will keep up with their work and receive timely feedback (grading). The material in this course is not particularly difficult and demands little specialized knowledge. However, there is a continuous demand upon students' time, both in terms of the amount of reading, the newness of the material covered, and the amount of writing. This applies to writing assignments for each topic and to the major analytical essays. Keep up to date! The key to this course is --

CAREFUL TIME MANAGEMENT!

Weekly Reading and Writing

Under **ASSIGNMENTS** you will find two entries for each topic: **Reading** and **Writing**. The Reading entry will direct you to the reading assignment as well as Internet and printed resources, and suggest lines of thinking for the topic. There is also a brief reading quiz on important reading selections. The Writing entry will provide a specific question or set of questions for you to address in your essay. We will cover one topic each week: weekly essays will be due at midnight on Fridays. Discussion on the topic will close at the same time the essay is due. And of course, the Reading quiz should be completed by the weekly deadline.

The regular essay is not long: think of it as a thoughtful statement with examples that responds to the question(s) posed. Write no more than two pages (500 words). (The Major Essays are considerably more detailed, more analytical, and longer: 1500 words.)

The deadline for each topic's essay is midnight on the Friday announced in the assignment. Use the DIGITAL DROP BOX to SEND your essay as a file, or send the essay to me via e-mail as an attached file rwhittaker@rusinc.net.

Instructions for Sending Essays

1. Save your work as a Microsoft Word (.doc) or Rich Text (.rtf) file. Give the file your name and the essay number -- this helps you and me keep your work straight. (If you are not using Microsoft Word, you must save your writing in a file type called Rich Text Format. You must save the file in RTF and then send this file - with the extension .rtf. To save a file in Rich Text Format (RTF), open the file in your word processing program, then click on File in the top menu line, then choose Save As... and in the box at the bottom, Save As Type - choose Rich Text Format. Then name the file and Save it. The file will be given an ".rtf" extension. Send this file.)
2. Send the file either as an attachment to an email or use the Digital Drop Box.

Instructions for sending an attachment

1. Save the file as a Microsoft Word document (.doc) or as a Rich Text document (.rtf).
2. Open an email addressed to me - rwhittaker@rusinc.net. On the Subject line put your name and the essay number.
3. In your email program find the "Add attachment" button: click to open and browse to find the file. Insert the file in the attachment box and click Add or Send -- various email programs work differently.
4. Send the file. I will acknowledge it when I get it. If you don't hear from me, resend the file. Assume that a file that is not acknowledged is not received.

Instructions for using the Digital Drop Box

1. Save the file as a Microsoft Word document (.doc) or as a Rich Text document (.rtf).
2. Select "DDBox & Grades>Digital Drop Box and click "Send File" (not "Add File").

3. In the box that says "Title," type the topic number of the assignment (for instance "Topic 01").
4. Click "Browse."
5. You'll then see the "File Upload" window. Find your file, click on it once, and then click "Open" to select it.
6. The "File Upload" window will disappear and you'll be back to the original page. Click "Submit" at the bottom.
7. If your attempt was successful, you should be taken to a page that says "Receipt: Success." If not, try again.

Notes:

If you select "Add File" instead of "Send File," the file will be added to your view of the Drop Box, but I won't be able to see it. **Be sure to use "Send File."**

I don't remove anything from the Drop Box during the course of the semester. When you go into the Drop Box, you should be able to see everything you've submitted so far.

Using the "Comments" field in the Digital Drop Box is not a good way to get messages to me. If you would like a reply, send me an e-mail.

SOME NOTES ON WRITING

Good writing, like clear thinking, does not come easily. Clear writing comes after careful preliminary reading and organization. To write clearly, one must think clearly. Writing is thinking "on paper" or "in words." First thoughts, first "words" are followed by attention to details, by rethinking and rewriting, and perhaps further research, reading, rethinking and rewriting. The goal is to present a satisfactory draft that is ready for others to read: clear thoughts that will provide something for others to think about.

Do not leave your thinking and writing to the last minute, but begin when your reading and new ideas are fresh in your mind. Even if you only have time for a very hasty first writing, you can always revise later. Before submitting any of your work for this course, always check it for acceptable grammar, correct spelling, and proper punctuation. Good ideas deserve to be expressed as clearly as possible. No need to write long, complex sentences: short, clear statements of the points you wish to make will be more successful in getting your ideas across than verbose and overly-elaborate essays.

The more you can

- give yourself time to rethink and to revise your writing,
- return to it on several occasions,
- keep in mind a reader who has not seen your work before,

the better your writing is likely to be.

Take advantage of the CUNY Writing Site: <http://writingsite.cuny.edu/ieindex.html>.

Finally, there is no better guide to good writing than reading--reading the best literature that interests you. The more you read, and the better the quality of what you read, the better you will write.

DISCUSSION BOARD

A required and integral part of this course is the special Blackboard feature that enables on-going, interactive discussion among all students enrolled in our course. Click on the "**DISCUSSION BOARD**" button and you will find FORUMS designating the first two discussion forum topics ("Topic 00: Honor Code" and "Topic 01: Cold War - Atmospherics").

You will find initial questions posed as "threads"—to which you should post your own answers. As each Topic's Discussion progresses, there will be new threads, usually three per Topic.

"Discussion" means commenting on the ideas of others and asking your own questions. You should offer several ideas or answers of your own on each Topic (and post at least a question or two), backing up your ideas with illustrations or references to concrete examples.

It is expected that each of you will make at least three substantive contributions to Discussion Forums on each topic. Additional contributions will earn "extra credit" - within a limit (see *Grading Policies*).

Discussion Forums will close at midnight on the due day & date for the Topic.

GRADING POLICY

Your grade will result from four types of work: (a) quizzes on Reading selections; (b) participation in discussions on each topic; (c) essays on each topic (a written response to questions on assigned material); and (d) major essays, due after topic 04, topic 09, and at the end of the course.

The purpose of this structure is to help you acquire basic knowledge about American culture, politics and thought, and to be able to discuss thoughtfully and clearly aspects and problems of this material. Writing is the principal means of demonstrating your abilities. For more about the role and importance of writing in this course, see "Good Writing" ([Course Information](#)).

There are no examinations for this course. They are replaced by regular writing (2 pages) and discussion, and three major essays (four-five pages each), for which the details and requirements will be distributed well before their due dates. Grading for this course depends upon the total number of points you accumulate for each assignment, as described below.

The grading of your course work will reflect both the content and quality of your writing, the clarity of your ideas, the organization of your presentation, and the overall accuracy and correctness of your essays.

The breakdown of actual point awards will be as follows:

The brief Reading Quiz will count for a maximum of 5 points. Reading Quizzes are only available for the current topic until Friday midnight.

Every topic's writing assignment is worth a maximum of 10 points. If you miss the deadline, there is no way to make up for the loss of points.

An integral part of this course is your participation in class discussion. For each substantive contribution to a Discussion Board forum thread you will be awarded 3 points; it is expected that you will make three substantive contributions to each topic's forum, which will result in 9 points. Typically there will be three questions to discuss - called "threads." Additional contributions [extra credit] will be counted, up to a maximum of 15 points per topic. You can comment on each other's answers and discuss questions among yourselves for this extra credit.

The three major writing assignments represent a substantial part (60%) of the

course grade. Each Major Essay is worth 100 points. The first Monthly Essay is due after Topic 04, the second after Topic 09, and the third at the end of the course. Each of the Major Essay Assignments will be graded on multiple factors, including:

- Content (C) of your ideas and the persuasiveness of your arguments
- Research (R), including the extent and use you make of quoted material and other references
- Organization (O), including how you begin your essay, how you bring it to a conclusion, as well as the logical progression of your ideas
- Structure (S) of writing, including structural elements like expression, use of words, effective vocabulary, and grammar
- Technical elements (T), including the appearance of your essay, clear and consistent format of footnotes and bibliography, and proper attention to surface elements like correct spelling and punctuation

The relative value of each of these elements is as follows: C=50, R=20, O=10, S=10, T=10 points.

Note: Late Monthly Essays will be subject to a 10% reduction in the total points awarded the essay for each week that the essay is late, up to a maximum of a 50% penalty.

EXAMINATIONS. There are NO examinations for this course. But this does not mean that it is not a demanding course. The reason deadlines are rigorously set is to encourage students to keep up with their work and not fall behind. There is a continuous demand upon students' time in this course, both in terms of the amount of reading and in terms of the regular, constant discussion and writing.

The overall breakdown of point categories:

Reading quizzes on eleven topics (11 x 5): 55 points.

Writing assignments on eleven topics (11 x 10): 110 points.

Discussion on eleven Discussion Forums (11 x 9): 99 points.

Three major essays (3 at 100 points each): 300 points.

Total maximum points for the term (plus one free point): 565.

At any time during the course, you can find out exactly how many points you have accumulated towards your final grade. If you are concerned about how final grades will be distributed, you can also follow the following minimal guidelines (i.e. if you accumulate at least the following number of points, you can expect the following final grade):

at least:	grade
525	A
485	A -
445	B +
400	B
355	B -
305	C +
255	C
205	C -
90	D
below 90	F

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There is no secret about how to do well in this course.

Do all the reading when it is assigned.

Do not put off your writing until the last minute.

If you read each assignment and questions carefully before you start reading, and then read with the assignment questions in mind, taking notes (whether for the Topic writing assignments, or for each of the Major Essay Assignments), you should have the makings of a well-organized essay.

If you also regularly participate in discussion forums, and ask questions if you find any of the reading material or the writing assignments unclear, you should make steady progress as the course builds on what you have already learned.

I am primarily interested in seeing that you have a clear grasp of the material covered in this course and that you clearly express your ideas.

ATTENDANCE POLICY

Attendance is **required**! In an online course, "attendance" means "participation." Students are expected to participate in on-line coursework on a regular and consistent basis. The instructor will constantly measure and evaluate "attendance" in this sense, for a student's participation in discussions provides the basis for an essential part of the course grade. Writing assignments, submitted promptly, are also a part of "attendance" and these cannot be made up if missed. For further details, see the information about **Grading** for this course (in **Course Information**).

Plagiarism/Honor Code Affirmation - First Assignment

Academic Integrity, Plagiarism and Honor Code Affirmation (required of all students)

Please read the detailed description of [academic integrity](#) provided by the University of California Davis. One of the more common and more destructive breaches of academic integrity is plagiarism. Read this [extensive definition of plagiarism](#) from the University of Michigan. The definitions given here and the concerns expressed apply to the written work any of us do, and they will be applied with equal seriousness to students participating in our LEH300 course.

The Internet contains several good analyses of plagiarism and how to avoid it. Some examples are given below.

After reading what this site has to say about plagiarism, please summarize in your own words the site's major points.

Please begin with a brief definition of what plagiarism means, and then describe succinctly the various forms it can take. You should do this in no more than one or two paragraphs.

Then please down-load (copy) the page you can access by clicking on the link "Honor Code Affirmation" in [COURSE INFORMATION](#), and insert what you have written prior to the affirmation, which will constitute your one-page document on plagiarism. Fill in the required texts, including your name, in the places indicated.

Save the entire document, and deliver it to me as an email attachment or via the Digital Drop Box.

Discussions of Plagiarism on the WEB

A Sampler

Indiana: Examples of what the term means [Plagiarism: What it is and how to avoid it.](#)

Hamilton College: Lots of examples of different forms of plagiarism [Avoiding Plagiarism](#)

Purdue University: Practical help: how to avoid it

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Georgetown University: A detailed discussion of the fine points of what plagiarism is and isn't [What Is Plagiarism?](#)

Northwestern University: [Tips for avoiding plagiarism](#)

Ronald B. Standler - [A legalistic definition, with comments on copyright law, trademark law, legal cases, etc.](#)

Lehman College, CUNY
LEH301.ONA4W -- FEAR: The Cold War and American Culture
Spring 2007

A Brief Definition and Discussion of Plagiarism
[Replace this with your name, centered]

[Your definition of plagiarism and brief discussion of same should be inserted here: replace this text with your paragraph. Do not exceed one page, which much also include the Honor Code Affirmation below:]

Honor Code Affirmation

I, _____ (first name, LAST NAME), a student in LEH301.ONA4W for the Spring 2007 at Herbert H. Lehman College, do hereby affirm that I understand the meaning of plagiarism and promise that all work I shall submit in the course of this semester shall be my own work, and that all references I shall use, whether printed, oral, audio, video, electronic, or otherwise, shall be given appropriate and accurate acknowledgment in the form of citations and bibliographic notice.

Signed _____ (your signature on this line)

Date:

Lehman College, Spring, 2007