

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

**School of Historical,  
Philosophical and Religious  
Studies**

College/School    College of Liberal Arts and Sciences

Department/School

Prefix:    **HST**    Number:    **306**    Title:    American Political Conspiracy    Units:    3

Course description: **See page 1 of attached syllabus for detailed description of this course topic. Generic catalog description: Specialized topics in United States history. Explores regions, cultures, and issues in history, and their interpretation in historical scholarship.**

Is this a cross-listed course?    No    If yes, please identify course(s):

Is this a shared course?    No    If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics?    Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** Humanities, Arts and Design–HU

**Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name    Marissa Timmerman    E-mail    Marissa.R.Timmerman@asu.edu    Phone    480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed):    Richard Amesbury    Date:    7/15/2020

Chair/Director (Signature):

RS

**Arizona State University Criteria Checklist for**  
**HUMANITIES, ARTS AND DESIGN [HU]**

**Rationale and Objectives**

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [HU] CRITERIA</b>			
<b>HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.</b>			
YES	NO		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1.</b> Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Syllabus/reading list/essays; textbook table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2.</b> Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Syllabus/reading list/essays; textbook table of contents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>3.</b> Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>4.</b> In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Syllabus/reading list/essays; textbook table of contents
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>a.</b> Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	Syllabus/reading list/essays; textbook table of contents
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>b.</b> Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>c.</b> Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>d.</b> Concerns the analysis of literature and the development of literary traditions.	
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:</b>	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
HST	306	American Political Conspiracy	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1.	Each conspiracy theory and actual conspiracy is explored to examine values expressed by conspiracy theorists and opponents, as well as the values of actual conspiracy actors. For example, in exploring the Lincoln assassination through the historical monograph, "Blood on the Moon," the racist values of the Lincoln conspiracists are examined in full and specific detail. Similarly, in the LA Times Bombing, the values of the conspiracists, labor organizers, are explored within the context of industrial struggle over labor rights.	The development of values, ethics, religious beliefs and world views is the particular focus of this course. Beliefs are explored on multiple levels. Larger philosophies including the Enlightenment, Republicanism, Protestantism, Social Darwinism, and Communism are explored. Specific values, ethics, and belief systems are explored, including anti-Catholicism, nativism, anti-monopoly sentiment, racism, and anti-communism  -See entire syllabus, especially "Schedule and Reading Assignments" section.
2.	Students read and analyze primary and secondary literature on conspiracy. Through discussion, required essays, and examinations, students are asked to examine the historical development of expressions of conspiracy theories, rhetorical power and rhetorical limitations of conspiracy theorists and interpretations of these texts, especially primary texts, within an historical framework. In particular, consistent themes, but changing rhetoric, is examined.	This course gives particular attention to textual analysis, especially in primary historical documents as seen in the required primary readings of Jedidiah Morse, Samuel Morse, Henry Ford, John Coughlin, and postwar rightwing extremists. Consistency of rhetoric and analysis of rhetorical values is examined, as well as how rhetoric changed. Lectures include analysis of visual materials.  -See entire syllabus, including readings. Also see table of contents and the link to the main textbook.
4a.	The development of human thought from ancient times to modern times is explored, with special attention to American political and religious thought. Students are required to critically engage with philosophical and religious changes, especially within the context of secular thought in modern America and the persistence of changing religious views within American culture. Lectures, class discussion, and	See entire syllabus, especially the explanations and discussion questions in the "Schedule and Reading Assignments" section.

**Humanities and Fine Arts [HU]**

**Page 4**

	readings focus on the meaning of such concepts of religious freedom, multiculturalism, pluralism, and freedom of speech within the American political tradition.	

## ASU – Spring 2019

### History 306 American Political Conspiracy

TTH 12:00-1:15 Ed 220

#### Instructor

Donald T. Critchlow

[Donald.Critchlow@asu.edu](mailto:Donald.Critchlow@asu.edu)

Office: Coor 4578; Office Hours MW 10AM-1 PM

#### Course Description

HST 306 American Political Conspiracy introduces students to the political thought and consequences of real and imagined conspiracies in American history from the early national period through today. This course covers the broad history of conspiracy theories and actions in American history. The examination of political conspiracy in America allows for a broader understanding of American political history and an opportunity for students to engage in historical analysis through primary documents. In addition, the role of individual actors, public perceptions, and history as a construct and a reality is explored in this course. The content of the course is organized around lectures, discussion, and film. Regular attendance in class and keeping up with the assigned readings are essential to success in the class, and will be encouraged by a series of quizzes.

#### Learning Outcomes

After completion of this course, students will have acquired through lectures, class discussion, and the reading of primary and secondary historical texts the following:

1. An understanding of the broad history of conspiracy theories and actions in American history.
2. Improved ability to undertake historical analysis and a better understanding of historical development.
3. Improved ability to analyze ideas in history; the role of ideas in history; the effects of ideas on institutions and the larger culture.
4. Improved ability to analyze historical texts, including rhetorical and literary quality.
5. Ability to define a conspiracy theory and an actual conspiracy, and to distinguish one from the other.
6. Improved ability to articulate ideas and arguments through written exams, book reviews, and orally in class discussions.

7. An enlarged historical awareness of the dynamics of change in politics, culture, and society, while understanding the persistence of certain themes.

## Requirements and Grading

1. Midterm exam	100 points
2. Midterm exam	100 points
3. Final exam	100 points
4. Two quizzes (25 points each)	50 points

Grades are based on two in-class midterm examinations (bring blank green/blue examination books to class); a final take-home exam to be turned in on hardcopy the day of the scheduled final; and two quizzes. Examination questions can be found below in the syllabus.

Students' performance in the course will be assessed according to a 100 percent scale, with 98 and above an A plus (rare); 93-97 percent an A; 90-92 A-; 87-89 B plus; 83-86 B; 80-82 B minus; 77-78 C plus; 70-76 C; D in 60s.

## Exams

Midterm and final exam questions will be distributed prior to examination dates. The two midterm exams are in class. You will need to provide your examination "green books," which can be purchased at the bookstore. Exams rely heavily on knowledge of readings, supplemented by lectures. There are no make-up exams. A student can be excused from exam only with permission of the instructor. In such cases, the next exam will count double. Midterms include 30 percent matching and 70 percent essay. The final exam has no matching and is a take-home exam to be turned in on the day of the final. Throughout the semester there will be two quizzes, based on previous readings and lectures. Tuesdays will be given to lectures and Thursdays will be devoted to discussion on assigned readings (with the exception of the first week, in which a lecture will be given on Thursday). Readings should be read before class. Students will be called upon at random during class discussion. If a student is found not to have done the readings for that week, an automatic 5 points will be deducted from their next quiz grade.

## Required Readings

Critchlow, D. *Political Conspiracies in America*  
Steers, E. *Blood on the Moon*  
Blum, H. *American Lightning*  
Ronson, J. *Them*



## Schedule and Reading Assignments

### **WEEK 1 January 14-16 Introduction: Do You Know a Conspiracy Theorist?**

Reading: Critchlow, Introduction and general discussion

This week introduces students to the persistence of conspiracy theories in all cultures including ancient Rome, ancient China, modern Europe, and the United States. Focus is on defining conspiracy theory and actual conspiracies. Primary discussion questions include: How do we distinguish conspiracy theory from actual conspiracies? Can you name some actual conspiracies? What is the mentality of a conspiracy theorist? What role do conspiracies play in history?

### **WEEK 2 January 21-23 The Bavarian Illuminati and New England Federalists**

Reading: Critchlow: Dwight, 9-13; Adams, 19-22.

This week focuses on the Bavarian Illuminati or Masonic conspiracy as it emerged in Europe, gained traction during the French Revolution, and found expression in the early American Republic. The Masonic conspiracy proved to be one of long durability in American history. We examine this conspiracy within the context of political divisions in the Early Republic between Federalists and Democrats. Particular attention is given to immigration and nativism. Critical questions explored in lecture, primary text readings, and discussion include: What was the nature of this conspiracy? What was the French Enlightenment? How effective was anti-Masonic rhetoric? What were the tensions between secular ideas and religious ideas?

### **WEEK 3 January 28-30 The Anti-Masonic Conspiracy and Party Politics**

Reading: Critchlow: Morse 34-37.

This week focuses on the role anti-Masonic conspiracy played in shaping partisan politics during the Jacksonian period in American history. Questions to be explored include the following: How did economic changes influence political institutions and political culture at this time? What was the power of anti-Masonic ideas? How did anti-elitist rhetoric reinforce political beliefs? How did political parties take shape in this period?

### **WEEK 4 February 4-6 Anti-Catholicism, Nativism, and the Rise of the Republican Party**

Reading: Critchlow: Lovejoy, 30.

This week focuses on the persistence of anti-Catholic and nativist expressions throughout the antebellum (pre-civil war period). Anti-Catholicism expressed itself in riots and street demonstrations. Among the questions to be explored are the following: What is meant by religious liberty in America at this time? What are the tensions within a pluralist society? How did nativism and anti-Catholicism influence party politics in this point in our history?

### **WEEK 5 February 11-13 The John Brown Conspiracy**

Reading: Critchlow: Harper's Ferry Outbreak, pp. 56-57; Start E. Steers, *Blood on the Moon*

## Quiz 1

This week we explore an actual conspiracy, Brown's raid on Harper's Ferry. The case of John Brown raises questions as to what is legal and illegal protest and if illegal protest and militant action is necessary for social transformation. Additional questions to be explored are: How do we define an actual conspiracy? Why was John Brown seen as a hero in some circles? What was the power of Brown's rhetoric? How did the rhetoric of abolitionists such as Henry David Thoreau influence public opinion?

## WEEK 6 February 18-20 The Lincoln Conspiracy

Reading: Finish Steers, *Blood on the Moon*

This week we continue with an actual conspiracy, the conspiracy to assassinate Lincoln. This assassination provides the opportunity for students to examine racism as it expressed itself in the assassination. Many questions are raised in this conspiracy, including: What motivated the assassins? Why does this conspiracy fit our definition of an actual conspiracy? How did this actual conspiracy give rise to later conspiracy theories? What role does conspiracy theory play in popular and consumer culture?

## WEEK 7 February 25-27 The LA Times Bombing

Reading: Blum, H. *American Lightning*

### Midterm Exam on February 27

The bombing of the LA Times building raises issues concerning labor-capital relations in corporate America; terrorism; and the strategy of political defense in the court of law.

**Exam Essay Prompt: This Midterm will be written in class in a "green" exam book that can be purchased at the bookstore. Instructor will select one of the below essays through the roll of a die (single dice). Whichever number turns up will be the asked question. Students will write one of the following essays:**

1-2: In late Spring of 1789, Jedidiah Morse, a prominent New England clergyman, warned of a Mason conspiracy that sought to undermine Christian and republican founding principles of the newly formed, United States of America. In an analytical essay, discuss how this fear of a Bavarian Illuminati conspiracy reflected cultural and political anxiety on the part of people such as Morse and Yale University president Timothy Dwight. In your essay, discuss the origins of the Bavarian Illuminati; the cultural and political climate in the United States in 1798; support for this theory from European authors such as Barruel and Robinson; support for these theories by Morse and Dwight; and why this theory ultimately failed to gain political traction.

3-4: The assassination of Abraham Lincoln was an act of conspiracy initiated by a small group of fanatics. His assassination gave rise to other conspiracies, including cover-up and accusations of others involved in the conspiracy. In an analytical essay drawing on your reading of *Blood on the Moon*, describe the Booth conspiracy; his relationship with Confederate operatives; Booth's network of supporters in Maryland; his and other conspirators' arrest, trial, and conviction; and the development of subsequent conspiracy theories. In your essay, distinguish between actual conspiracy and conspiracy theory, and how as students of history, we can discern the difference.

5- 6: Select one of the following topics and discuss the role that conspiracy played:  
The Anti-Masonic Party; Anti-Catholicism; the John Brown Trial; the Lincoln Conspiracy

**ID study guide:** Jedidiah Morse; John Robinson; Augustine Barruel; Timothy Dwight; William Morgan; William Seward; Marie Monk; Joseph Smith; Brigham Young; John Brown; Adam Weiskaupt; Elijah Lovejoy; Jefferson Davis; John Wilkes Booth; Andrew Johnson; Edwin Stanton; John Surratt; Samuel Mudd; Samuel Morse; Thaddeus Stevens; Thuroow Weed.

### **WEEK 8 March 3-5 Henry Ford and the Jewish Conspiracy**

Reading: Critchlow: Ford, 89-93; Coughlin, 93-97; Ronson: Chapter 5

#### **Quiz 2**

This week the course focuses on the emergence of anti-Semitism in modern American culture through the writings of Henry Ford's *Dearborn Independent* newspaper in the 1920s. We will look at how the anti-Semitic tract, "Protocols of the Elders," was transmitted from Russia by Ford and how this tract and Ford's writings were published in Nazi Germany and in the Middle East. More importantly, we will examine how Christian Identity Theory merged with anti-Semitism and how these ideas found root in the post-World War II extreme right and found violent expression in the Oklahoma Federal Building bombing. We will examine the continuity and consequences of a conspiracy theory. Henry Ford's anti-Semitism expressed in the *Dearborn Independent* raises pertinent questions as to the meaning of ethnic pluralism in America, but also the role of bad ideas affecting history. Other obvious questions to be explored include: What is anti-Semitism? How are ideas transmitted from one culture to the other? What is Christian Identity Theory? What does the emergence of the extreme right mean in American political culture?

### **WEEK 9 March 10-12 Spring Break**

### **WEEK 10 March 17-19 The Communist Conspiracy Real Spies**

Reading: Critchlow: Flett, 107; Keyhoe 110-113; Sheen 116-117; Goff, 118-121; Noebel, 127-129; Bielsky, 130-137

This week the class looks at anti-communist conspiracy theory and actual conspiracies found in Soviet spy activities in the 1950s. The Communist conspiracy was deeply rooted in the rise of modern rightwing politics in post-World War II America. This discussion invites students to examine conspiracy theory and its role in mobilizing voters, and to distinguish real spy activity from hysterical accusations of widespread communist infiltration. In lecture and readings we will explore such questions as: How effective was anti-communist rhetoric? What is the meaning of free speech in American culture? What is the difference between anti-communist conspiracy theory and actual spy activity? How were the two conflated in the American culture?

### **WEEK 11 March 24-26 The UN and Global Conspiracies**

Reading: Critchlow: Courtney, 138-141

#### **Midterm Exam March 26**

This week the class looks at anti-global conspiracy theories that are wide-reaching. They reflect a common theme of anti-elitism. We will explore in readings and discussion the

power of anti-global conspiracy theories. Among questions to be asked are: How a changing economy gave rise to anti-global conspiracy theories? Is there a continuity in the past in anti-elitist rhetoric? How has anti-global conspiracy theory influenced American politics and culture? How do we distinguish elite organizations from actual conspiracies?

**Exam Essay Prompt:** Describe and analyze the events leading up to and the consequences of the LA Times Building bombing. What was the nature of the conspiracy?

**ID study guide:** Samuel Gompers; Eugene Debs; Richard Olney; Clarence Darrow; Big Bill Hayward; John D. Rockefeller; Billy Burns; J. J. McNamara; Otis Harrison; Henry Ford; Charles Coughlin; Charles Lindbergh; William Cameron; Gerald L. K. Smith; Wesley Swift; Timothy McVeigh; William Pierce; Robert Welch; Joseph McCarthy; Dwight D. Eisenhower; David Noebel; Robert Welsh; W. Cleon Skousen; Billy Hargis.

### **WEEK 12 March 31-April 2 The JFK Conspiracy**

Reading: Critchlow: Binguuier, 133-136

The Kennedy assassination has given rise to a multitude of conspiracy theories. In lecture and discussion, we examine the actual assassination, how conspiracy theories immediately developed, and the role of books and movies in perpetuating conspiracy theories. Questions to be examined include: What were the actual events of the Kennedy assassination? How was disinformation disseminated in popular culture? What role does popular culture in a mass society play in perpetuating conspiracy theories?

### **WEEK 13 April 7-8 The UFO Conspiracy**

Reading: Ronsom, *Them*, Chapter 8

This week we examine the UFO and alien conspiracy, which is shown to be quite popular. Particular attention is given to popular culture and examination of conspiracy theory as entertainment and actual belief. Among questions to be explored are: How does popular culture spread a seemingly absurd conspiracy theory? What is the appeal of the UFO and the idea that aliens are amongst us within the popular culture?

### **WEEK 14 April 14-16 World Government and International Elites**

Reading: Ronson: Chapters 1-3; Critchlow: Courtney, 130-141; Machubuti, 150-154; Pardo, 154-158; Skonik, 158-161.

This week we return to conspiracies with roots in the Cold War and to issues of globalism and national interest; populism versus elitism; and political tensions as they arose within an international context. We look at the role conspiracy theory plays in American politics and popular culture today. The primary questions to be asked are: How do we distinguish theory from actual conspiracy? Do elite formations show inordinate influence or actual conspiracy?

### **WEEK 15 April 21-23 Conspiracies Today (Student Choice)**

This week students will choose a conspiracy theory not covered in this class. Questions will be determined by the class.

## **WEEK 16 April 28-30 Conspiracies Today continued**

This week we wrap up the course, providing an overview of the role conspiracy theory has played in historical development; the changing rhetoric of conspiracy theory; and a review of actual conspiracy and conspiracy theory in American politics and high (literary) culture and popular culture (entertainment). One of our primary questions is how mass communications, beginning in early modern Europe through today with social media, influenced the perpetuation of conspiracy theories.

### **Final Exam: To be written as a take-home exam and turned in on hard copy on the day of the final in class. No matching.**

**Prompt:** In an analytical essay, compare three conspiracy theories or actual conspiracies with this question in mind: How can a reasonable person distinguish a conspiracy theory from an actual conspiracy in American history? Provide three examples in your take-home essay. At least one of these conspiracy theories or actual conspiracies must be in the 20<sup>th</sup> century and at least one must be before the 20<sup>th</sup> century. Your essay should be 6-8 pages, typewritten, in 12 point font, with regular margins. The essay should rely on lectures and readings, citing specific documents. *The essay must be submitted hard copy on the day of the final class, which will be in our regular classroom.* Your essay should begin with an argument and proceed to each of the conspiracies. Again, be sure to cite page numbers and readings. It is recommended that you discuss each of the conspiracies separately, before your conclusion. Your essay should be as detailed as necessary to make your argument.

### **Class Behavior and Academic Integrity**

Attendance at all class meetings is required; late arrival and early departure are strongly discouraged; please notify the instructor in advance, should it be necessary to miss all or part of a class meeting. Participation in classroom discussion is an important component of the course: the free expression of ideas depends on a maximum of courtesy and respect for others. Students are responsible for knowing and adhering to the ASU Student Academic Integrity Policy (see <http://provost.asu.edu/academicintegrity>); violations - which include, but are not limited to plagiarism, cheating on examinations, submitting work from other courses - will be sanctioned in accordance with ASU guidelines.

### **Students with Disabilities**

We are eager to make accommodations for instruction and testing for students with disabilities; please consult with the instructors and with the ASU Disabilities Resource Services.

### **Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report

any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

POLITICAL  
CONSPIRACIES  
IN AMERICA

—  
*A Reader*

Edited by  
Donald T. Critchlow, John Korasick,  
and Matthew C. Sherman

# CONTENTS

<i>Introduction</i>	vii
Section 1. Conspiracy in a New Nation	1
Section 2. Conspiracy in an Age of Democracy	25
Section 3. Conspiracy in a Divided Nation	49
Section 4. Conspiracy in the Industrial Age through the New Deal	67
Section 5. Conspiracy in the Cold War Era	101
Section 6. Conspiracy in Contemporary America	143
<i>For Further Reading</i>	163
<i>Index</i>	169

---

See more textbook info here:

[https://books.google.com/books/about/Political\\_Conspiracies\\_in\\_America.html?id=GxmwDQAAQBAJ&printsec=frontcover&source=kp\\_read\\_button](https://books.google.com/books/about/Political_Conspiracies_in_America.html?id=GxmwDQAAQBAJ&printsec=frontcover&source=kp_read_button)