

FSEM 1111, Section 20
 T/Th 10:00 – 11:50
 SH 454
 Fall Quarter, 2010
 CRN 4154

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**FIRST YEAR SEMINAR:
 CENSORSHIP, FREE SPEECH, AND LITERATURE**

Course Syllabus: <http://portfolio.du.edu/showard>

ESSAY #7-8:

The USA Patriot Act & The First Amendment / Civil Liberties Post-9/11 (at home & abroad)

For this next (and final) essay, you have several materials (texts, films, & audio programs) to consider:

- The United States Constitution, http://www.constitution.org/constit_.htm
- The USA Patriot Act (HR 3162), <http://www.epic.org/privacy/terrorism/hr3162.html> & <http://epic.org/privacy/terrorism/usapatriot/default.html>
- The Campaign for Reader Privacy, <http://www.readerPrivacy.org/>
- The Freedom to Read Protection Act (HR 1157), http://www.fas.org/irp/congress/2003_cr/hr1157.html
- Nancy Chang, *Silencing Political Dissent*
- *Fahrenheit 9/11*, <http://video.google.com/>
- *Unconstitutional: The War on Our Civil Liberties*, <http://video.google.com/>
- “Business Book Banned in Texas Prisons” and other documents from our visit to the Law Library
- Marc Falkoff, ed., *Poems from Guantanamo*
- *This American Life*, “Habeas Schmabeas,” http://www.thislife.org/Radio_Episode.aspx?episode=331
- John Peters, “Hard-Hearted Liberalism”

Our central texts for weeks six through eight are *Silencing Political Dissent* and *Poems from Guantanamo*. This essay assignment asks you to engage those primary documents in an examination of the dialectical relationship between censorship and free speech as demonstrated by your choice of at least five other works from the above list of materials. What are the crucial factors that most significantly influence that balance in each case? How so and why?

Incorporate evidence (i.e. direct quotation) from all of your sources and provide a works cited page (either MLA or Chicago style). This essay calls for a synthetic, contextual study.

Length: 2,000 words

Due: Thursday, November 4