

HST 1202-02
American Expansions: Law and Justice in the Nineteenth-Century United States

Course Description:

History 1202 is an introductory survey covering the history of the United States from the end of the War of 1812 through World War I. This semester, we will focus on the sometimes-conflicting concerns of law and justice as they unfolded in a nation rapidly expanding in size, population, wealth, and international power. Thus the course is not comprehensive, but we will examine these issues in the context of some of the major patterns and events of this century. Through these explorations, I will attempt to teach you how historians think about and study the past, and why you should care when most of you will not ever take a history class again. This class assumes no prior background in American history at the college level.

In class, through a combination of lecture and discussion, we will focus on the evolving (and often conflicting) ways historians, filmmakers, and other interested parties have analyzed and interpreted the nineteenth century. I will encourage you to think like historians: to examine documents and form your own interpretations of past events. In class, and in assignments throughout the term (described in detail below), you will learn the process of “doing history”: interpreting documents, synthesizing diverse perspectives, building historical arguments, writing good prose, and constructively criticizing and encouraging your colleagues’ interpretations.

Objectives and Outcomes:

Successful students in this class will learn to:

1. interpret (in writing) human experience in its spatiotemporal context;
2. use evidence to produce valid interpretations of historical events;
3. formulate academic arguments about history that use evidence from the past to support appropriate historical conclusions.

Texts:

The assigned texts below will be available in the bookstore and through most online vendors and will also be placed on reserve in the Smith Library:

Patricia Cline Cohen, *The Murder of Helen Jewett*
Tony Horwitz, *Midnight Rising: John Brown and the Raid That Sparked the Civil War*
Erik Larson, *Devil in the White City: Murder, Magic, and Madness at the Fair That Changed America*

Timothy Messer-Kruse, *The Trial of the Haymarket Anarchists: Terrorism and Justice in the Gilded Age*

Steven Lubet, *Murder in Tombstone: The Forgotten Trial of Wyatt Earp*

Melton A. McLaurin, *Celia: A Slave*

Additional reading assignments will come from articles and book excerpts that I will make available on our class Blackboard site.

Course Requirements

1. **Professional Engagement:** All students in this class are expected to conduct themselves in a mature and professional manner. Your professional engagement in this class will be assessed based on the following criteria:
 - a. **Attendance:** In order to succeed in this class, you must be present at nearly all of the class sessions and at all of your required service learning assignments. Habitual absenteeism by any student negatively impacts the entire community involved with this project. Consequently, I have a strict attendance policy in my class. You are allowed three class absences over the course of the semester. The university makes no distinction between excused and unexcused absences, and leaving class early or arriving more than 5 minutes late counts as an absence. After these two absences, you will receive a 1/3 of a grade penalty on your professional engagement grade for every additional absence. If this attendance policy will be a problem for you, come see me in advance. I will not consider explanations or requests for leniency after the fact.
 - b. **Participation:** Students are expected to be active participants in this course. This means you must complete all assignments in a timely and thorough fashion, and come to class prepared to engage your fellow classmates in a lively discussion. In addition, on a rotating basis students will be “on call,” which means they will produce questions for the day’s class discussions and assist me in leading those discussions. Your performance in the classroom will serve as the primary basis for your professional engagement grade.
 - c. **Professional Conduct:** I expect all students in this class to treat their classmates, me, and anyone else who becomes involved with the class in a mature and respectful manner inside and out of the classroom. That means turning off all handheld electronic devices for the duration of our class periods; if students fail to do so, I will require everyone to drop such devices at the front of the room at the beginning of class. As a general rule, I will not allow the use of laptops in class; if you have a particular reason why you need to use your laptop, you may ask for permission. Holding private conversations during the class is also unacceptable. Students who violate these standards of behavior will receive a significant penalty in their class participation grade.

Outside the classroom, professional conduct means treating all university and community members with respect. One particular area in which professionalism has emerged as a problem for students in previous classes is in communication through e-mails. When addressing class-related e-mails to me or to other men or women who are not your peers, please address the person by their title (Dr. Ringel, Dean Stoneking, Mr. or Ms. Smith) and be sure to spell their name correctly. You should follow this practice even if your correspondents do not. If the e-mail is requesting their assistance in writing or in person, please give them a reasonable amount of time to fulfill the request, recognizing that they have multiple other obligations beyond working with you. When dealing with me, requests that are not made in such a timely fashion will not be honored, absent exceptional circumstances. For more suggestions on e-mail etiquette in a classroom context, see <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>.

2. **Quizzes:** Students will take weekly online quizzes in order to ensure that they are keeping up with and assimilating the material. I will include the ten highest grades from these quizzes as part of their grade for the course.
3. **Writing Assignments:** Students will complete three take-home essay assignments, each of which will require them to write an approximately 1000- 1250 word answer to a question I will assign. The assignments will be due on **September 28th at 5pm**, **November 6th at 9 am**, and **December 16th at noon**. Students will have the opportunity to rewrite the first two assignments provided they follow established revision procedures. The rewrite on the first assignment will replace the original grade; the rewrite on the second assignment will be averaged with the original grade. There will be no opportunity to rewrite the final assignment.

I expect my students to be able to construct coherent arguments and to express themselves in clear, grammatically correct English. If you struggle with writing, I suggest you contact the HPU Writing Center, located on the fourth floor of Smith Library. The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday. Go to <https://highpoint.mywconline.com/> to make an appointment. Appointments can only be made through the online portal. Appointments will be available starting September 1, 2015 for the Fall 2015 semester.

Writing Center tutors do not proofread or edit students' papers *for* them, but they do work *with* students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles. For more information, contact Writing Center Director, Dr. Leah Schweitzer at lschweit@highpoint.edu or 336-841-9106.

4. Grading and Assessment:

The final grade will be computed from a weighted average of the individual grades you earn for professional engagement, quizzes, writing assignments, and exams. The course requirements will be weighted as follows in determining your final grade for the course:

Weekly Quizzes	10%
Paper #1	20%
Paper #2	20%
Paper #3	30%
Professional Engagement (includes research requirements)	20%

5. The Fine Print

a. This syllabus is a road map for this class but it is not set in stone. I reserve the right to make changes in the syllabus with proper advance notice given to you.

b. You must complete all assignments to receive a passing grade.

c. All papers are due at the times stated below. You must submit papers electronically.

All responsibility for technical problems such as e-mails not received by me lies with you. Late papers will automatically be marked down 1/3 of a grade for each day they are late (the first day begins at the time they are due and weekend days count) unless you have written documentation from your advisor, an academic Dean, or from University medical services. Computer problems are **never** an acceptable excuse for late work.

d. Students are responsible for checking their High Point University e-mail addresses regularly for information regarding this course. Failure to check this e-mail address is not an acceptable excuse for missing notifications about changes in assignments or deadlines for this class.

e. If you have a question about a grade you receive on a paper, test, or for the course, please come to my office hours or make an appointment. I will not discuss grades over the phone or e-mail. However, I am happy to discuss questions about the course material via e-mail.

f. Academic Honesty: The work you submit for this course should be completely and solely your own. This means that any and all quotations from the words and thoughts of others must be appropriately acknowledged in your assignments. To do anything less is stealing. If you have any questions about plagiarism, please talk to me about them in advance. I will be happy to help you sort through any confusion. Any evidence that you have failed to follow these rules will be immediately and thoroughly investigated, and any violations of the honor code will be submitted to the Honor Court. Be forewarned: I consider cheating to be a very serious and utterly avoidable offense. Expect no leniency from me in cases of suspected cheating/plagiarism.

g.. Students with Disabilities: Students who require classroom accommodations due to a diagnosed disability must submit the appropriate documentation to Disability Support in the Office of Academic Development, 4th Floor Smith Library. Student's need for accommodations must be made at the beginning of a course. Accommodations are not retroactive.

CLASS SCHEDULE

August 26 Course Introduction

What is Historical Truth?

August 28 Murder at Harvard

August 31 Murder at Harvard

Reading: https://en.wikipedia.org/wiki/Parkman%E2%80%93Webster_murder_case

Foundational Documents of American Justice and Law

September 2 The Declaration of Independence

Reading: http://www.archives.gov/exhibits/charters/declaration_transcript.html

September 4 The U.S. Constitution

Reading: http://www.archives.gov/exhibits/charters/constitution_transcript.html

The Murder of Helen Jewett

September 7 Chapters 1-2

September 9 Chapter 3

September 11 Chapters 4-5

September 14 NO CLASS- ROSH HASHANAH

September 16 Chapters 6, 8

September 18 Chapter 10

September 21 Chapter 11

September 23 NO CLASS- YOM KIPPUR

September 25 Chapters 13-14

September 28 Chapter 15

Paper #1 due at 5 pm

Celia: A Slave

September 30 Intro, Chapters 1 & 2

October 2	Chapter 3
October 5	Chapters 4 & 5
October 7	Chapter 6
October 9	Chapters 7 & 8

Midnight Rising

October 12	Chapters 2-4
Optional Paper 1 Rewrites Due at 5 pm	
October 14	Chapters 5-6
October 16	NO CLASS
October 19-23	NO CLASS- FALL BREAK
October 26	Chapters 7-11
October 28	Chapter 12
October 30	Chapter 13 & Epilogue

Murder in Tombstone

November 2	Chapters 1 & 2
November 4	Chapters 3 & 4
November 6	Chapters 5 & 6
Paper #2 Due at 5 pm	
November 9	Chapters 7 & 8
November 11	Chapters 9 & 10
November 13	Chapter 11 & Epilogue

Devil in the White City

November 16	pp. 3-34
November 18	pp. 35-74

November 20	pp. 75-109
Optional Paper 2 Rewrites Due at 5 pm	
November 23	pp. 113-152
November 25-27	NO CLASS- THANKSGIVING BREAK
November 30	pp. 153-197
December 2	pp. 198-231
December 4	pp. 235-273
December 7	pp. 274-316
December 9	pp. 317-350
December 16	Final Exam Period, 12-3 pm Paper #3 Due at noon