

Applied Legal History
AMH 6557/LAW6936
Syllabus, Spring 2016
Holland 283 8-10 periods

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Case studies provide a means of exploring how society and law interact with one another. Sometimes a case study shows how law responds to social forces, sometimes it reveals the ways in which law shapes society, and sometimes a close look at a single case exposes a complicated, interactive dynamic between the two. The lessons case studies teach are useful for lawyers and historians, since they help both see law in context. In this seminar, we will be looking at case studies from various moments in history, and writing our own. In the process, we will learn quite a bit about how and why legal historians study the role of law, think about ways in which lawyers can use the tools of history in their work, and consider the different ways in which we can present the fruits of our study. Each student in the seminar will pick a case on any topic and any period in US history, and then work with the rest of the class to create a history of that case over the course of the semester.

For law students, this seminar will fulfill the writing requirement. For history students, or other graduate students, this course may count towards the Digital Humanities Certificate.

Books (required)

Simon, Mass Incarceration on Trial
Larson, Summer for the Gods
Lui, Chinatown Trunk Mystery
Williams, The Great South Carolina Ku Klux Klan Trials
Lombardo, Three Generations, No Imbeciles
Gonda, Unjust Deeds

Books (recommended for students who would like some historical background)

Kermit Hall, et al, The Magic Mirror (2d edition).
Lawrence Friedman, American Law in the Twentieth Century
Elizabeth Dale, Criminal Justice in the United States, 1789-1939

Assignments and grading

Final paper: a 20-25 page research paper on a case (students who do not need the seminar paper credit or who are not law students may substitute a digital project for the final paper with permission of the instructor)

Worth 45% of final grade

Draft of final paper

Worth 15% of final grade

Case project proposal

Worth 10% of final grade

1st project presentation

Worth 10% of grade

2d project presentation

Worth 10% of grade

Final project presentation

Worth 10% of grade

Policies

Attendance Policy: In contrast to a lecture class, where a student's absence harms the student more than the group, a seminar assumes that all participants are teachers as well as learners. Effective work in the studio depends on the regular and active attendance of all participants at all the weekly sessions, and to that end engaged attendance must be more than an aspiration. Studio requirements for class attendance are consistent with university policies (see <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.) Note, however, that students with more than two unexcused absences may be asked to withdraw from the course or suffer significant grading penalties.

Make-up Policy: Assignments and other required work are due on the dates set out in the syllabus. Work that is missed because of excused absences may be made up as the course schedule permits. Students who are chronically unable to meet deadlines may be asked to withdraw from the course or suffer significant grading penalties. Periodic reviews of work in progress will enable students to adjust project goals if needed in order to stay within workable timelines.

Grading Scale: *Students will be graded using the University of Florida's standard letter grade system, [as follows](#):*

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

Academic Honesty: UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

Course schedule

Week 1: Jan 7

Introductions to the course
Preliminary discussion of case projects
Discussion of Elizabeth Dale, ““Social Equality Does Not Exist Among Themselves, Nor Among Us:’ *Baylies v. Curry* and Civil Rights in Chicago, 1888,” *American Historical Review* volume 102, April 1997, beginning on page 311, which is available here: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1432793

Week 2: Jan 14

Williams, The Great South Carolina Ku Klux Klan Trial

Week 3: Jan 21

Chambers v. Florida presentation
Case project discussion

Week 4: Jan 28

Lui, Chinatown Trunk Mystery

Week 5: Feb 3

Chambers v. Florida presentation
Case project proposals due

Week 6: Feb 10

Lombardo, Three Generations

Week 7: Feb 17

Chambers v. Florida presentation
Initial case presentation

Week 8: Feb 24

Larson, Summer for the Gods

Week 9: Mar 3 (Spring Break)

Week 10: Mar 10

Gonda, Unjust Deeds

Week 11: Mar 17

Chambers v. Florida presentation
Second project presentation

Week 12: Mar 24

Simon, Mass Incarceration on Trial

Week 13: Mar 31

Drafts of final papers due
Chambers v. Florida presentation

Week 14: Apr 7: no class, meetings on paper drafts

Week 15: Apr 14

Final project presentations

Week 16: No class, law school reading period

Final papers due April 22