History 3350: United States Policy History
Violence, Law, and Politics in 20th Century America Focus
010, T/Th, 8:00-09:15, Room A221

Professor Lamberson
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Office Hours: Tuesday, 9:30-12:00, Monday and Wednesday 11:00-12:00, and by appointment.

About the Course:
This course will examine the politics and policies surrounding state and federal government responses to crime and violence from a historical perspective in the United States. We will focus primarily on national law and policy regarding violence in the 20th century by examining government institutions, laws, and political debates surrounding violence as well as looking at particularly important instances of violence. We will be considering the relationship between law and violence in both legal and illegal uses and at home and abroad. The course proceeds chronologically, however, throughout the course, we will be attentive to four different types of legal types of violence: illegal, extralegal, state, and international.

Grades

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<tr>
<th>Participation</th>
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<tr>
<td>Reading Responses</td>
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<td>Paper #1</td>
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<td>Paper #2</td>
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<td>Midterm Exam</td>
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<td>Final Exam</td>
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Grade Scale:
A 90-100%
B 80-89%
C 70-79%
D 60-69%
F 0-59%

Required Books:
*Violence in the West: The Johnson County Range war and the Ludlow Massacre: A Brief History with Documents* by Marilynn Johnson. Waveland Press. ISBN: 978-1478622048. [There are multiple publishers of this book. Any version is fine.]


Other readings will be placed on Blackboard. Please check your email or blackboard postings regularly for announcements and additional class materials. You may also use the Blackboard site to post questions to your classmates or discussion questions you are interested in considering in class. For assistance with Blackboard, contact IT Support at (325) 942-2911.

Course Requirements:
Participation: Students are expected to come prepared to all class meetings. This includes arriving on-time and ready to participate (which means speaking and attentively listening during discussions). **Using a cell phone, sleeping, or talking during lectures will result in no credit for that day’s participation credit.** If these behaviors become disruptive, you may be asked to leave and will be counted absent. The participation grade is...
closely tied to attendance of course and thus, if you are absent more than 4 classes, you will lose 20 participation points per additional class period missed (out of 100). Additionally, this class will include significant discussion. You MUST participate in those discussions to do well in the participation portion of the course.

**Reading Responses:** Each person will write 5 reading responses over the course of the semester. Some of these responses will be in class (unannounced) others will be assigned the day before the reading. Responses completed outside of class should be 1 page, typed, double spaced with 1 inch margins in 12 pt, Times New Roman Font.

**Papers:** You will write two 4-6 page papers. We will discuss the details of those assignments during class. All papers must be turned in via TurnItIn on Blackboard AND in hard copy.

**Midterm and Final Exam:** Exam formats may vary, but will consist of a combination of matching, short answer questions, and essays. The midterm will be completed in class on March 5 and the final is on May 7 at 8am.

**Op-Ed:** The one opportunity for extra credit in this class is to write an Op-Ed, due April 30. We will discuss the details in class. Turn in via SafeAssign.

**Policies:**

**Attendance:** As regular attendance is necessary to achieve student learning outcomes it is the policy of the History Department that missing more than 20 percent of the course (6 absences in a 75 minute TTR course, 9 absences in a 50-minute MWF course) will result in a reduction of one full letter grade when calculating the final course grade. You are responsible for making sure you are properly signed in.

**Academic Integrity:** Plagiarism of any sort will not be tolerated. Plagiarism includes both copying other another person or sources work word for word without proper citation AND using the ideas of another person or source without proper citation. (This includes internet sources). All plagiarized papers will receive a zero and be reported to the administration. For clarification, please see the professor.

Cheating on exams will not be tolerated either. This includes (but is not limited to) the use of cell phones. The use of a cell phone during an exam will result in automatically failing the exam. I will assume you are using the phone to cheat if you are using it in any matter during the exam. Turn your phone off, leave it at home, or leave it at the front of the room to avoid suspicion.

Signing in for someone else or having one sign in for you qualifies as cheating. It will result in a zero for your participation grade in the course.

The ASU Student Handbook contains important information about campus services, programs, policies, and procedures, including such areas as the campus disciplinary rules and the Academic Honor Code. All students are expected to be familiar with this publication and to comply with the policies contained therein, among them maintaining complete honesty and integrity in their academic pursuits according to the Academic Honor Code. The ASU Student Handbook is available via the ASU website at www.angelo.edu (“Current Students/University Publications.”) Large print versions are available in the Student Life Office, Room 112 University Center.

**The Classroom Environment:** Please be respectful of your classmates and professor. This includes arriving on time, not disrupting the class if you are late or must leave during class, turning off cell phones and other electronic devices, and using laptops for note taking purposes only. Violation of the laptop policy may result in your no longer being allowed to use a laptop in class. Additionally, please be respectful of your classmates’ opinions and views during class discussion. Disagreement should be voiced with respect in all cases.

**Make-Up Exam Policy:** Students must have a documented reason to miss an examination and should contact the professor before the scheduled examination. The make-up examination will differ from the classroom.
examination. Make-up examinations will be administered in the professor’s office. If you miss an exam without prior permission, you must contact me within 48 hours of the exam to discuss the reason for your absence and possibility of making up the exam. After 48 hours, you will receive a zero.

**Persons with disabilities:** Persons with disabilities who require certain accommodations must contact the Student Life Office located in room 112. You are encouraged to make this request as early as possible during the semester so that appropriate arrangements can be made.

**Religious Holidays:** Students may miss a class with no penalty in order to observe a religious holiday in accordance with ASU OP 10.19. Please inform the instructor if you are unable to attend for religious reasons **in advance.**

**Questions?** Please feel free to email me or come by my office at any time with questions, concerns, or other thoughts about the class.

**Student Learning Objectives for History 3350:**
- Students will be able to analyze the interrelationship among violence in society, politics, law, and policy.
- Students will be able to construct essays which synthesize assigned readings and lectures into a coherent, fact-based analytical narrative that demonstrates critical thinking skills.
- Students will have a more sophisticated understanding of the evolution of law regarding criminal violence in the United States and Internationally.
- Students will be able to discuss, in a sophisticated manner, the connection between historical events and current policy and politics surrounding issues of violence.

**Outline (Any changes to this outline will be discussed in class and noted via email).** Reading should be completed no later than Tuesday of each week. **Readings marked with an * are on Blackboard:**

**Week 1—Introduction**
1/15, 1/17
Find one current events article about violence in the United States and read it.
Johnson, pg. vii-ix and 1-9

**Week 2—Violence on the Frontier**
1/22, 1/24
Johnson, pg. 10—81 (Use Appendices as helpful)

**Week 3—Labor Violence**
1/29, 1/31
Johnson, pg. 82-155 (Use Appendices as helpful)

**Week 4—Extralegal Violence and Lynching**
2/5, 2/7
*Ida B. Wells, *Southern Horrors*, Excerpt and William Carrigan Excerpt (for Tuesday)
*William Tuttle, *Race Riots* Excerpt (Start for Thursday. See Blackboard)

**Week 5—Crime and Race Riots**
2/12, 2/14

**2/12—Paper #1 Due**
Tuesday: Online Guest Lecture for 2/19 (Instructions will be given on Blackboard)
*William Tuttle, *Race Riots* Excerpt (for Thursday)

Spring 2019
Week 6—Crime and Radicalism
2/19, 2/21
*Robert Perkinson, *Texas Tough*, Excerpt. (Tuesday)
*Michael Topp. *The Sacco and Vanzetti Case* Excerpt (Thursday)

Week 7—Gangsters and the rise of the FBI
2/26, 2/28
*Claire Potter “It’s Death for Bonnie and Clyde” (Tuesday)

Week 8—Violence and Civil Rights
3/5, 3/7
*Michael Topp. *The Sacco and Vanzetti Case* Excerpt (Thursday)

Midterm Tuesday, 3/5
McGuire, Prologue and Chapter 1 and 2

3/11-3/15—Spring Break, No Classes

Week 9—Violence and Civil Rights
3/19, 3/21
McGuire, Chapter 5, 6, and 7

Week 10—The Sixties—Violence and Politics
3/26, 3/28
McGuire, Chapter 8 and the Epilogue

Week 11—Reform? Youth Violence
4/2, 4/4
*William Reese “‘Reefer Madness’ and ‘A Clockwork Orange,’” (For Tuesday)
*See Blackboard Packet (For Thursday)

Week 12—Reform?: Policing and Prison debates
4/9, 4/11
Paper #2 Due 4/9
*Robert Perkinson, *Texas Tough*, Excerpt (Thursday)

Week 13—Reform? The Death Penalty and Punishments
4/16, 4/18
*David Grann “Trial by Fire”

Week 14—The U.S. and Violence Abroad: Protectors?
4/23, 4/25
*Al McCoy “Propagating Torture” for Tuesday
*Samantha Power “Rwanda: ‘Mostly in a Listening Mode’” for Thursday

Week 15—Wrap Up/Current Issues
4/30, 5/2
*Current Events Articles
**Op-Ed Extra Credit due 4/30

Final Exam:
010, Tuesday, May 7, 8-10am
Rubric for Assessment of Core U.S. History Essays for Achieving Desired Student Learning Outcomes

**Component 1: Historical Thesis/Argumentation**

1 Point: There is no historical thesis, there are multiple theses, or what there is of an argument is not developed.

2 Points: There is the outline of a historical thesis or argument, but requires further elaboration.

3 Points: There is a clearly developed historical argument.

**Component 2: Supporting Historical Evidence**

1 Point: There are no specific historical textual evidence provided and no evidence of having done any reading and assimilating of secondary or primary sources, depending upon the nature of the written assignment.

2 Points: There are a few historical textual examples given, but more specific evidence and citation is needed to develop paper fully.

3 Points: There is ample historical textual evidence used where appropriate to bolster thesis.

**Component 3: Clarity/Quality of Composition**

1 Point: There is no indication that the student has command of the basic requirements of clear/quality composition. These basic requirements of clear composition include, for example, appropriate paragraph breaks, correct spelling, topic sentences, clear sentence transitions, and subject agreement.

2 Points: There are indications that the student has attempted, and partially succeeded, in following the basic requirements of clear/quality composition. However, there is room for improvement in, for example, spelling or sentence transitions.

3 Points: The written work follows the basic requirements of clear/quality composition.

**Component 4: Organization of Essay**

1 Point: The student hobbled together incoherent, rambling sentences and paragraphs with little consideration of organizing a clear, developed essay that could be easily followed by a reader.

2 Points: The student partially succeeded in composing an organized essay. More improvement in order and logic of flow is needed.

3 Points: The student has written a well organized, coherent, and logically flowing paper.

**Component 5: Historical Sense**

1 Point: The student exhibits little understanding of historical chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. The student is not able to analyze the relationship among politics, economics, and social change.

2 Points: The student demonstrates a general sense of the significance of chronology, change over time, and the relationship among various actors and societal forces which shape the contours of History. More development, especially of the interplay between actors and events (societal forces), is needed. The student is partially able to analyze the relationship among politics, economics, and social change.
3 Points: The student has firm command of chronology, understands that change occurs as a process over time, and fully develops the interplay between actors and events. The student is able to analyze the relationship among politics, economics, and social change.