

(In)Famous Trials Spring 2010

Professor Julie Oseid
University of St. Thomas School of Law

Class meets in Room 244
on Tuesdays from 1:30 p.m. to 3:25 p.m.

[NOTE: All items outlined here are subject to change.]

[A special thank you to Dean Stephen D. Easton, University of Wyoming Law School, who shared the syllabus and reading lists from his (In)Famous Trials course with me.]

The blocked quotations in this Syllabus are from Bruce Nash & Allan Zullo, eds., *Lawyer's Wit and Wisdom: Quotations on the Legal Profession*, In Brief 153, 154 & 155 (1995).

Welcome to (In)Famous Trials. In this course, we will study more than a dozen criminal trials from American history, to glean lessons from them about our country and its court system. In addition, you will study another trial in depth, write a report on that trial, and give a presentation to the other students about it.

*"It's the greatest murder trial of the century—
about every two years another one of 'em comes
along."*

Frances Noyes Hart

Because the subject of our study—the jury trial—is inherently interesting, educational, and even entertaining, I am hoping that this course will be interesting, educational, and even entertaining. However, you should realize at the outset, before making a commitment to this class, that there are plenty of reasons not to take it. Please review the following warnings and take them seriously before deciding whether to take (or drop) this course. I will not be offended if you decide that this course is not right for you.

Warning 1: Yuck! In this class, we will study and discuss some of the most notorious criminal trials in this country's history. Many of them are murder cases, and many of those murders (and other crimes, for that matter) involve some very nasty things done by human beings. It is the nature of the beast. We cannot study criminal trials without exposing ourselves to some very distasteful conduct. In addition to the crimes themselves, there are related issues involving sex, race, stereotypes, prejudice, language, and other matters that are or can be unpleasant. Thus, our discussions will sometimes be rather raw. You may hear words used in class that you have never heard before in a classroom. If you are particularly sensitive, which of course is itself a rather admirable trait, you may not want to put yourself through the trouble this course will cause you.

If you or someone you are close to has been the victim of a serious crime (regardless of whether it resulted in a trial or other prosecution), you should think very seriously about the potential emotional impact of this course.

Warning 2: Lots of Reading To adequately prepare for class meetings, you will have to do a lot of reading—far more than you would do for the average course. To prepare for each two hour class, you should expect to do at least four hours of reading about that week’s trial(s). The good news is that this is not hard or dense reading. It is actually pretty interesting stuff—more like reading magazine articles than reading a textbook. But you will need to do quite a bit of reading to be ready for the quizzes and class discussion.

Warning 3: No Wallflowers, No Truants, and No Latecomers In addition to reading, you must be prepared to participate in the class discussion. It is a requirement of this course that every student contribute at least one comment during each meeting of the class. Lurking in the back of the room without commenting is not allowed.

Because this is a discussion oriented class, it is incumbent upon you to attend regularly. You should plan to attend every session. If you miss more than one class session, your grade will suffer directly and considerably. If you are looking for a class you can skip (or one where you can skip the reading), you should look elsewhere.

Even attending class is not enough. You want to be in class on time, because a quiz will be given in the first ten minutes (or so) of each class (after the first class).

Warning 4: Research and Writing (in Groups) Required Speaking of the work you will be expected to do, your Trial Report, described in further detail below, will also require a significant expenditure of time and effort. You will not be able to simply find some other lengthy report and use that as a basis for your report. Your report must be your original work. To write it, you will have to do a lot of research. “Research,” for purposes of this course, means first finding and then reading a whole bunch of paper and, perhaps, conducting interviews and looking at physical evidence. Again, it should be interesting, but it will definitely be a lot of work.

Also, it should be noted for those who dislike group work that you **MUST** work in a team of two for your trial report. It is too big a task to take on alone, and we do not have enough class time for individual oral reports.

Warning 5: Crashing Computers All or substantially all of the required readings for this class will be from the internet. The internet has the advantage of giving us free and (usually) quick access to a wide variety of viewpoints, but using computers and the internet has several disadvantages as well.

Computers, websites, and networks crash As we all know, computers, computer networks, internet sites, and the internet itself sometimes crash, cease to exist, or otherwise become unusable. Therefore, if you wait until the last day or two before class to do your reading for that class, you are taking a risk. If you run into computer or

website problems, you should do your best to get informed about the trial(s) we are discussing that week from other sources of information. [Something to keep in mind: Each of our featured trials is the subject of multiple books available at libraries. You can also find magazine articles about these cases the “old fashioned way,” by using library indexes.] You should NOT contact me to advise me that you are having computer or system problems. Instead, find an alternative source to read about the assigned trials.

One copy of (most of) the readings is placed on reserve in the library. I have placed one copy of some of the reading material on reserve in the library. The material for each trial is contained in a black notebook. As you will see from this Syllabus, we will sometimes cover more than one trial per class period. PLEASE do not make any marks or notes on the reserve copy.

Any fool can post anything on the internet—and often does We are using the internet because a wide variety of viewpoints are expressed there. It is important for everyone to understand, though, that anybody who knows how to start and maintain an internet site can post things there. In the course of your work in this class, you will find numerous “facts” posted on the internet that simply are not correct. Almost every trial that we will discuss this year is notorious enough that it has generated at least one conspiracy or other theorist who has posted her or his “definitive proof” that what everybody has always thought about the case is completely wrong. It is important for you to read critically and, at least to some extent, cynically as you cruise the net (and, for that matter, other sources such as books). This does not mean that everyone who is biased makes statements that are incorrect. It does mean that, as you read, you should try to identify and then consider the authors’ biases.

When I recommend a site as one that you may wish to visit, I am not in any way “endorsing” that site or suggesting that its information or viewpoint is correct. Instead, I am merely suggesting that the site might be one worth considering in your study of the featured trial and related matters. Sometimes reading the views of someone who vehemently disagrees with your position (or with the orthodox position) helps to identify critical issues.

The internet is full of sleaze As you peruse the internet for information about these trials, you may encounter some raunchy and disgusting items, including advertising for pornography or other sleaze. Before including a site as one that you might want to check on the sheets that I will distribute for each trial, I visited that site to see if it contains any disgusting advertising or other offensive material. However, even if I did not see any of this material when I checked, I cannot, unfortunately, guarantee that such items will not be there when you check the site. Internet sites are not static. These sites change over time. In particular, advertising can change. Please ignore disgusting advertising and links.

"I'm worried about so much filth and indecent material coming in through the airwaves and through these trials into people's homes."

President George H.W. Bush
(referring to the televised rape trial of William Kennedy Smith)

NEVER identify yourself on the net Remember that your perusal of the internet for this class will involve searches for information about crimes and actual or alleged criminals, some of whom have done some amazingly awful things. Although some of the people who are interested in these events are scholars like you, others are, quite frankly, very disturbed. Remember that you can never be sure of someone's identity when communicating with them via the net. The person who claims to be a Stanford professor who is studying Charles Manson might actually be a serial criminal who thinks Manson is a hero. Please: Never, **N-E-V-E-R**, give out your e-mail or street address or any other identifying information via the internet in your work on this course.

Hackers lurk Also, remember that using the internet and accessing sites might expose your computer or system to viruses or other problems. Keep your virus software updated. Be very cautious about what you download. Do NOT open attachments to e-mails unless you are certain that the source is trustworthy. Remember that, in the final analysis, there is nothing that you can do to absolutely guarantee that your computer will not be infected, so there is a possibility that your work for this course might cause you computer problems. I wish that was not the case, but that is the sad reality of these computers that have become so central to our existence. If you decide to take this course, you have decided that this is a risk worth taking.

Bottom Line In other words, there are plenty of reasons why you might decide not to take this class. If you make that decision, I will understand completely.

"Trials are the most entertaining of all American spectacles, always better than the theater, and except for a few special cases, much more thrilling than movies."

Moviemaker John Walters

If, instead, you decide to take this course, I will assume that you are doing so with full awareness of the risks and downsides outlined here. Despite these concerns, I believe this class can be not just a whole lot of work, but also a whole lot of fun. There is much to learn from the great spectacle of the American criminal trial.

Classroom Accommodations

Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Enhancement Program – Disability Services about accommodations for this course within the first two weeks of the term. Telephone appointments are available to students as needed. Appointments can be made by calling 651-962-6315 or 800-328-6819, extension 6315. You may also make an appointment in person in O’Shaughnessy Educational Center, room 119. For further information, you can locate the Enhancement Program on the web at <http://www.stthomas.edu/enhancementprog/>.

Reading Assignments

The basic “text” for most of the sessions of this course will be the Famous Trials website developed and maintained by Professor Doug Linder of the UMKC School of Law at <http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm>. Before the first class, you might want to spend a bit of time navigating around Professor Linder’s excellent website. You will note that it contains web pages for about fifty trials, as well as other web pages that are of interest to those studying the American criminal justice system.

For each trial that we study in class, as noted on the schedule at the end of this syllabus, I will post a Word[®] document outlining the required reading for the week, as well as other items that might be of interest.

For each class, it will be your job to: (a) read all of the required reading **PLUS** (b) do some additional reading about the trial. For (b), you can either navigate around Professor Linder’s site, the internet, the library, and elsewhere on your own, or you can use the weekly reading assignment sheet as a guide. Either is fine, but you must do one (or both). **You should not limit yourself to the “required” readings, because you are also “required” to do some additional reading.**

While you are reading about the featured trials, ask yourselves these questions:

1. Did s/he (the defendant) do it? If you had been on the jury, would you have voted “guilty” or “not guilty”?
2. What, if anything, bothers you about this case? Was the trial fair? The pretrial proceedings? The appeal process? [Note: The key standard is “fair,” not perfect. Any system run by human beings is going to be imperfect.] What about the contemporaneous media coverage of the case?
3. If you were the defendant, would you have believed that you received a fair trial? If you were the victim of the crime (or a family member or close friend of the victim), how would you feel about the trial?
4. Could a similar case happen today? Does this case remind you of a recent case, or perhaps even one that is being investigated or tried right now? Of the case you are studying for your Trial Report? Of other (non-trial) current or recent events? [When we get to the newer trials at the end of the semester,

- also ask yourself where the featured trial reminds you of an older case or series of events that we reviewed earlier in the semester.] Why are the things in the “Related Cases/Events/Matters” part of the reading assignment? What relationship do those cases, events, or matters have to the featured trial?
5. What lessons can be learned from this case? Does it tell us how we should change trials? The pretrial process? Government? Social policy? Ourselves? Journalism?

Each of the Word[®] files will contain some of the following sections:

Required Reading: This section will list the reading that you must do before class. The Required Reading will almost always include: (a) Professor Linder’s trial summary; (b) Professor Linder’s chronology; (c) Professor Linder’s biographies of key trial figures; (d) other items from Professor Linder’s site; and (e) one or more summaries, descriptions, or reviews of the trial written by someone other than Professor Linder. I am pretty confident that Professor Linder’s site will not be discontinued, but there is a possibility that the other sites in the required readings might disappear. If this occurs, do the best you can to replace these items with other equivalent materials from the web, the library, or elsewhere.

Other Interesting Information About this Trial: Here, I will list additional interesting or informative sites or other resources that I have located about the trial. These are items you might want to review in your preparation for class as a part of your additional review.

Fun/Humorous/Absurd/Other Stuff: If I have found “fun,” strange, or funny sites or other resources related to the trial, I will list them here. Please understand that I will be using terms like “fun,” “humorous,” and “absurd” with the full understanding that there is nothing inherently funny about serious criminal behavior. However, given the seriousness of the events we are going to study, I believe there is something to be said for letting off a little steam. You probably will not learn much, if anything, from these items, but that is not really the reason for including them.

Related Cases/Events/Matters: This section will reference cases, events, or information sources that are at least somewhat related to the trial. Sometimes these will be more recent occurrences of crimes or trials similar to the trial being studied. Again, these are not strictly required readings, but you might find it interesting to realize that many of the issues raised by the trials we will be studying are still with us.

Quizzes

From 1:30 – 1:40 p.m. at each class (including the classes with student presentations), there will be a short quiz. All quizzes will be “closed book.” You may not use your computer, notes, books, etc. when answering the quizzes. Also, you must not consult with anyone or allow anyone to consult with you while answering the quizzes.

There will be some multiple choice questions and a short essay type question. The essay question will ask you to use your legal analytical skills to address an issue raised by the case(s) covered in the readings.

If you are tardy, so that you cannot turn in a quiz at the beginning of the class, you will be allowed to turn in a blank quiz. A blank quiz from a student will be given a score of four. [As a result, the worst possible score that can be achieved on any completed quiz will be four.]

Calculation of Quiz Component of Final Grade In calculating the quiz component of your final grade, I will ignore your lowest quiz score.

Class Discussion

From 1:30 – 3:25 p.m., we will discuss the trial(s) assigned for the week. Sometimes we will use a bit of time to review a movie, television news program, or other video or audio resource. [Often, though, I will simply play these video or audio tapes for the ten minutes or so preceding or following class, so that we will have ample time to discuss the trial(s). You are not required to get to class early or stay late, but you certainly can do so if you wish.]

For each class after the first class of the semester, every student will be required to contribute at least one comment each week. For the first comment contributed each week, as long as the instructor concludes that the comment contributed in a meaningful way to the class discussion, two points will be added to your “Class Discussion” score. For the second comment you contribute each week (i.e., the second point you make—not the second sentence immediately following your first sentence!), one point will be added to your “Class Discussion” score. Three points is the maximum that you can receive for your “Class Discussion” score each week.

No student or group of students will be allowed to dominate the discussion. After you contribute your first two significant comments, you will not be allowed to contribute an additional comment until all students have had the chance to contribute two comments. At the first class in the semester, I will explain the system for monitoring this.

Calculation of Class Discussion Component of Final Grade In calculating the class discussion component of your final grade, I will ignore your lowest class discussion score.

Your Trial Report

In addition to all of the regular class participation requirements outlined above, each student will be a member of a two person team that will research, write a report on, and give a class presentation about an at least somewhat important or notorious Minnesota (or other) criminal trial.

Forming a Team You are allowed to form two person teams. I will assign teams for those students who do not form teams.

Selecting a Trial You must request assignment to a particular trial via e-mail to me by the deadline listed in the schedule below. [If you wish, you can list an alternative or two, in case your first trial has already been assigned to another team, but you are not required to do so.] If more than one team selects an apparently qualifying trial, it will be assigned to the first team that sent an e-mail requesting assignment to that trial.

The case you select must have the following characteristics:

- (a) There was at least one trial that resulted in a jury verdict. [That sounds silly, but the vast majority of criminal convictions result not from trials, but from guilty pleas. Many important cases are settled, but we are not studying these cases this semester. You must write a report on a case that was actually tried, at least once.]
- (b) The trial or related events, such as the investigation of the crime or incident, generated substantial publicity, at least some of which (i.e., primarily newspaper articles) you can still access.
- (c) There was an appeal that resulted in a reported decision by an appellate court. Interlocutory appeals are fine. But the case must generate at least one reported appellate decision to qualify. [NOTE: I will consider waiving this requirement, particularly for trials that resulted in acquittals. If you want to request waiver of the appellate opinion requirement, please so indicate in your e-mail requesting assignment of a trial.]
- (d) The last trial in the case occurred before 2005.
- (e) There cannot be a book or lengthy magazine, internet, or other article about the trial. [Ordinary newspaper coverage is not a disqualifier. I simply do not want you to pick a trial that has already been covered in a manner similar to your report. I want you to use original sources, not to just rehash lengthy reports that have already been written. Thus, for example, the *Dred Scott* case would not qualify, because that case has generated quite a few lengthy reports.]

You will be required to find a trial that meets these parameters. It is your responsibility to determine that the case meets these parameters before you ask for approval of that trial. If you end up with a case that does not meet these parameters, your grade for the Trial Report assignments will reflect this error, unless you have advised me in your e-mail requesting a trial that it does not meet one of the parameters outlined above and requested waiver of that parameter. [For example, if you end up writing a report that does not include significant discussion of newspaper or other coverage of your case, your grade will be reduced. It is not a defense for you to say

“we have looked, but we cannot find much coverage of the trial.” Look for all qualifying parameters, at least to some extent, BEFORE you ask for an assignment to that trial.]

I must approve your trial. When you submit your e-mail requesting approval of a trial, you are confirming that, to the best of your understanding, the trial meets the parameters outlined above, unless you have explicitly requested waiver of one of the parameters. With regard to each trial in your request, you should state: (a) the date of the trial(s); (b) the citation(s) of the reported appellate decision(s); (c) a preliminary list of newspaper articles or similar coverage that you have already located; and (d) any other helpful information you wish to include.

When looking for possible cases, try to find a case that is interesting in some way. It will be far easier for you to write an interesting report that receives good grades if the underlying case is interesting.

Research Advice

Your research will entail not only an investment of time, but also an investment of some funds to secure copies of court records. Hopefully the amount you save on not purchasing a textbook will be roughly equivalent to the amount you will invest in your research.

If the lawyers or other trial participants are still alive, you might want to consider talking to them or even formally interviewing them. If you do so, please understand that, due to attorney confidentiality requirements, attorneys may not be able to answer all of your questions. Please politely accept these restrictions as one of the realities of trial research. [Note: As a general rule, judges are not allowed to comment about specific cases. Therefore, do NOT contact the judge.]

An important note about courthouse research: Please understand that the law is a rather formal profession. You should not show up at a courthouse, the Minnesota State Law Library, the Minnesota History Center Library, or a law office in jeans, a tee-shirt, and a baseball cap! Please dress appropriately and act with dignity. Also, as a general rule, courthouse security officers will not allow you to enter the courthouse with a cell phone. Some courthouses also prohibit recording devices.

Class Presentation

Each team will also give a presentation on its assigned trial. Each team's class presentation will be eighteen minutes long, with an additional five minutes for questions, answers, and other discussion. These time limits will be strictly enforced. Each member of the team must participate in the discussion.

Here is some advice about your class presentations:

- a. Eighteen minutes may seem like a long time, but it will go by amazingly fast. You cannot possibly cover everything about your

trial in eighteen minutes, so you will have to pick some aspects of the case and, unfortunately, ignore other aspects.

- b. Please practice your presentation OUT LOUD, for several reasons. First, if you time yourself, you will realize that your presentation is way too long (see item (1)) and adjust accordingly. Also, the more you practice, the more eye contact you can get when you give the presentation in class. With more eye contact, your audience will be more engaged.
- c. Do NOT just read some portion of your report. Remember that every member of your audience will read your report before coming to class to see your presentation. Adjust your presentation accordingly.
- d. Be visual. Figure out a way to present some of your information visually. Consider using PowerPoint® slides, pictures, maps, and other visuals. If possible, bring in the evidence from the case, or photographs of this evidence. Do not just talk for eighteen minutes.
- e. Be creative. The class will be sitting through about eight hours worth of these reports, over four weeks worth of class. After a while, boredom might set in. Ask yourself if there is an alternative to the standard speech that will help you keep your audience interested. Can you recreate the cross-examination of a key witness? Debate or “re-try” the case, with one of you acting as the prosecutor and one as the defense attorney? Shoot a video documentary or docudrama? Create a cartoon? Use a game show format to get the audience involved? As long as your presentation conveys important information, you are encouraged to use an alternate format.

Your goal should NOT be to tell us everything about your trial. You do not have time to do that. Besides, that is what your written report should do. For the class presentation, find a way to creatively present one or two aspects of your trial.

Deadlines The deadlines for your Trial Report (sources and final report) are listed in the schedule at the end of this syllabus. Those who fail to meet any deadline will have their grades reduced by the following penalties:

<u>Amount of time late</u>	<u>Penalty (percentage deduction)</u>
.1 second – 24 hours	5% - 15%
24-48 hours	15% - 25%
48-72 hours	25% - 40%
More than 72 hours	40% - 100%

The grade for the Trial Report will be calculated as follows:

- 15% (15 points) for the Trial Report Sources
- 60% (60 points) for the Trial Report
- 25% (25 points) for the Class Presentation

Grading

Ordinarily, both members of your team will receive the same grade. I do reserve the right to assign different grades to individual team members in unusual cases. However, I suspect that I will not enjoy arbitrating disputes between team members. If you and your teammate(s) cannot get along, it will almost certainly lead to lower grades for all aspects of this project. While occasional disagreements are to be expected whenever human beings try to work together, you are strongly encouraged to do your best to iron out any differences.

BONUS POINTS for Picking More Difficult Cases The easiest cases to research are relatively recent criminal cases. But it will be more interesting for all of us if some of you research older cases. Therefore, your final score (of up to 100 points) will be supplemented by the following additional bonus points if you research a qualifying case:

Trial held between 1950 and 1975:	2 Bonus Points
Trial held between 1925 and 1950:	3 Bonus Points
Trial held between 1900 and 1925:	4 Bonus Points
Trial held before 1900:	5 Bonus Points

Filing of Trial Report Sources By the deadline set in the schedule, your team must bring copies of the sources that you have gathered to my office (MSL 313) so that I can review them and evaluate the work you have done in collecting information about your trial. This does not mean that you cannot add to your sources after this date, but you will want to collect the vast majority of your sources before this date so that your grade can reflect your work in collecting information. You should bring whatever you have collected, including written documents, pictures, audio or video recordings, etc. You do NOT have to make an extra copy. I will try to review and evaluate your sources quickly and then send you an e-mail telling you that you can get them back.

Written Report Format The “default” format for written Trial Reports is outlined below. You may make minor adjustments to this format without my approval, but I must approve any significant “subtractions” from this format. Submit requests for major adjustments to me via e-mail sufficiently in advance of the report deadline to give me time to consider and respond to your request.

- I. Introduction
- II. Chronology
- III. Investigation/Pretrial
- IV. Trial(s)
- V. Appeal(s) (if any)

VII. Biographies of Key Figures

VIII. Did S/he Do It? Did the Jury Get It Right?

Remember that these are two different questions. It is the prosecution's job to prove beyond a reasonable doubt that the defendant committed the crime charged. It is entirely possible that you might conclude that the defendant did indeed commit the crime, but that the prosecution did not meet its burden of proof.

IX. Review and Evaluation of Media Coverage

X. Legal Issues

Use this section to discuss important legal issues in the case. The record on appeal and the reported appellate decisions will point you to some important legal issues, but there may be other issues that were important at the trial (or perhaps even the pretrial) stage.

XI. Lessons [or: Why this Case Is Important] [or: The Social Impact/Implications]

XII. Conclusion

XIII. Bibliography

[List **all** sources that you have consulted in your work on the report.]

XIV. Appendix

[The Appendix is a good place to insert any source documents that you believe would be of benefit to the reader of your report. Remember, though, that you do not want to overload the reader. If you include 500 pages of appendix material, the reader will never read them. If you include a dozen pages, the reader just might read them. (Of course, you might also want to include some original source material, such as pictures of evidence, in the body of your report.)]

Please type the report in Word[®] format and retain a copy of the report on your computer. [It is a good idea to make a backup copy also.] The report should be between 5,000 and 10,000 words. [This sounds like a lot, but this syllabus is about 6,500 words long. If I can go on and on for 6,500 words in a syllabus, you can easily crank out at least 5,000 words on your trial. In fact, you will probably find that it will be difficult to do justice to any significant trial at the 5,000 word end of the spectrum.] You can ask me for permission to go over 10,000 words, especially if you have a substantial appendix. Please note that I will be very reluctant to grant permission to exceed the 10,000 word limit because other students do not appreciate reading lengthy Trial Reports. You cannot ask for permission to go under 5,000 words. List the number of words on the title page of the report.

Trial Report Please submit ONE paper copy of your Trial Report, plus email a copy of your report to me at jaoseid@stthomas.edu.

The final version of your report will be distributed to the class, along with the reports from the other groups. Each class member will be required to read your report before the date on which you will give your class presentation. On each student presentation class day, the quiz will cover the written reports for the cases to be presented that day.

Your Final Grade

The grades will be determined by weighting the components of the course as follows:

Class Discussion	30%
Quizzes	30%
Trial Report	40%

Please note that class attendance will affect both the “Class Discussion” and “Quizzes” portions of your final grade. If you miss more than one class, it will have a direct negative effect on these two portions of your grade.

There will be no “excused” absences from this course. Instead, you can miss one class without a direct negative effect on your grade, because your Quiz and Class Discussion scores will be calculated without your lowest scores.

Attendance

Attendance is encouraged and required. This is a discussion class, not a final exam class. You cannot meet the class requirements if you do not attend regularly.

I will not separate “excused” from “unexcused” absences. Because you will not be able to submit a quiz or meet the class discussion requirement if you are absent, your grade will suffer each time you are not in attendance, except possibly for your first absence.

Academic Integrity

For information about academic integrity issues, please review the UST Law School Honor Code, <http://www.stthomas.edu/law/academics/curriculum/V-5CodeofStudentResponsibility.pdf>.

When you submit a quiz, you are certifying that you did not consult any resources while completing the quiz, did not consult with other class members, and did not otherwise engage in an honor code violation. When you file your trial report, you are certifying that you have not plagiarized, that you have credited all sources appropriately,

that the report is the original work of your team, and that you have not otherwise engaged in an honor code violation.

In legal research, it is absolutely critical to credit the sources that you have consulted and quoted. Whenever you are in doubt, you should credit the original source. In the course of your work on your report, you will be relying to some extent on original sources written by persons other than you. That is acceptable and appropriate, but you **MUST** credit those sources. If you use their language, you must so indicate by placing the quotation in quotation marks or otherwise clearly indicate that you are quoting (by, for example, setting aside a lengthy quote by extra indentation that clearly conveys the message that you are quoting).

Communication with Me

My office is in MSL 313. My direct line is (651) 962-4948. You may contact me by sending an e-mail message to jaoseid@stthomas.edu. These are my regular office hours:

Monday 3:00 p.m. - 4:00 p.m.
Tuesday 3:30 p.m. - 4:30 p.m.
Thursday 1:30 p.m. - 3:00 p.m.

I am often in my office during business hours. I am also available by appointment.

Schedule

The (tentative) schedule for the course is listed below. Some of these items might change, of course, but you will be notified if any changes are needed.

Tuesday, Jan. 12	First Class: Introduction to the course, to criminal cases, and to historical research. Before class, review this Syllabus and the information on Minnesota criminal procedure at http://research.lawyers.com/Minnesota/Criminal-Process-in-Minnesota.html
Tuesday, Jan. 19	<u>Colonial Trials:</u> Salem Witchcraft (1692) and Boston Massacre (1770) Trials
Tuesday, Jan. 19 4:00 p.m.	Deadline for e-mailing with notification of formation of research team.

Tuesday, Jan. 26	Lincoln Conspiracy Trial (1865)
Tuesday, Jan. 26 5:00 p.m.	Deadline for e-mailing first requests for trial assignments (for research project).
Tuesday, Feb. 2	<u>Bosses and Employees</u>: Triangle Shirtwaist Fire (1911) and Black Sox (1921) Trials
Tuesday, Feb. 2 5:00 p.m.	Deadline for e-mailing second requests for trial assignments. [This applies only to those teams that did not have their initial trial assignment request approved.]
Tuesday, Feb. 9	Scopes “Monkey” Trial (1925)
Tuesday Feb. 9 4:00 p.m.	Deadline for Filing of Trial Report Sources
Tuesday, Feb. 16	Bruno Hauptmann (Lindbergh Baby Kidnapping) Trial (1935)
Tuesday, Feb. 23	<u>Spy Trials</u>: Hiss (1949-1950) and Rosenberg (1951) Trials
Tuesday, March 2	<u>Insanity</u>: Charles Manson (1970-1971) and John Hinckley, Jr. (1982) Trials
Tuesday, March 9	<u>L.A. Trials</u>: LAPD Officers’ (King Beating) (1992) and O.J. Simpson (1995) Trials
Tuesday, March 9 5 p.m.	Deadline for Trial Report

Tuesday, March 16	Student Presentations [Please remember that all students must read the reports for the trials to be discussed in this class. There will be a quiz covering these reports.]
Tuesday, March 23	Student Presentations [Please remember that all students must read the reports for the trials to be discussed in this class. There will be a quiz covering these reports.]
Tuesday, April 6	Student Presentations [Please remember that all students must read the reports for the trials to be discussed in this class. There will be a quiz covering these reports.]
Tuesday April 13	Student Presentations [Please remember that all students must read the reports for the trials to be discussed in this class. There will be a quiz covering these reports.]