

DRAFT

The University of Western Ontario

Department of History

January 9-April 10, 2015

History 2415G

The History of Crime

Dr. Bill Acres

Instructor: Dr. Bill Acres, wacres@uwo.ca. bacres@gtu.net

Office: SSC 4301, Wednesdays, 2-3:30pm

Class Time: Fridays, 9:30-11:20 am., SSC 2032

Tutorial Assistant: TBA

The class is primarily a lecture course with weekly readings which are in the Coursepack. Readings up to week six are on the Reserve Desk in Weldon and may be accessed in person only. These are filed under course number and Instructor name. The first reading (two chapters from Rick Linden's textbook *Criminology*) are too large for inclusion in the coursepack for copyright reasons and may *only* be accessed through Weldon Reserve materials—there are several copies available.

Textbooks: UWO Bookstore

- 1) 'The History of Crime', Course pack, ed. Dr. Bill Acres

- 2) *On Crimes and Punishments*, Cesare Beccaria (see Bookstore only as many editions group the chapters differently) edition TBA

- 3) Readings: The first six weeks of readings are in Library Reserve under Acres, History 2415G.

Assignments:

- February 7, Factum Assignment One, Medieval crime and Linden: 20%

- March 6: Factum assignment Two: Medieval and early modern, 20%
- March 23 Beccaria Document Study due: 30% The take home final will be handed out on this day.
- Final Examination: April 10 at 9:30 am, no late submissions will be accepted.

See the samples at the end of the course syllabus

Schedule of lectures and readings:

January 9: Outline and Introduction, discussion of assignments, grading, weighting and plagiarism.

Please read, Rick Linden, *Criminology: A Canadian Perspective*, Chapter 1, 'The Origins and Role of Law in Society' as well as Chapter 2, 'Crime, Law and Legal Defenses'.

With the exception of this week, each of the required readings will be done before the lecture. This is to provide sufficient background of understanding. Not doing the readings before the lecture will result in significant confusion. Materials for the Document Studies (weeks of February 8 and March 1 as due) will be provided before their completion (January 25, February 8). Please see the note below on acceptable lateness and unacceptable lateness).

Part One: Where body and soul do not agree: forming crime as a social category:

January 16:

Reading,

Walter Ullmann, *The Foundations of Medieval Law*, chapter 3: 'The Scholarship of Roman Law'

January 23:

Reading,

St. Thomas Aquinas, 'On Law: Secunda pars secundae', *Summa Theologicae Summa*

January 30:

Reading:

Edward Peters, *The Inquisition*, Chapter Two, 'Dissent, Heterodoxy and the Inquisitorial Office'

February 6: Factum (Document Study) Assignment due, Medieval crime and Linden: 20%

Reading also Vern D. Bullough, 'Heresy, Witchcraft and Sexuality', *The Journal of Homosexuality*, vol. 1, (2), 1974.

Part Two: States and bodies: ordering the body

February 13:

Mentalities and Criminalities in the early modern world

Reading: Gendered crime, wars and massacres

War and state: violence, property, and power

Reading: TBA

Primary documents and edition, Sir Geoffrey Elton, *The Tudor Constitution*

February 27: The grip of 'reason':

The end of witches: Sir Keith Thomas, *Religion and the Decline of Magic*, Chapter 16, 'The Making of a Witch';

Chapter 17 (Thomas), 'Witchcraft and its social environment'. Cesare Beccaria and the reformers will be discussed in the context of Foucault's rather anti-Enlightenment argument.

Reading to be done over conference week:

Cesare Beccaria, *On Crimes and Punishments*, Introduction and Sections I-XIII and XIV to Conclusion (The 'Death penalty' to the end)

Part Three: Crime, reason, and irrationalities

March 6: Factum (Document Study) Assignment Two, due. 20%

March 13: The Scientific Criminal

Readings:

Michel Foucault, *Discipline and Punish* (Vintage, 1977), pp. 231-287, 'Complete and austere institutions'; 'Illegitimacies and Delinquency'.

For an example of Beccaria's desires see in the Coursepack, Sabrina Loriga, 'A Secret to Kill the King: Magic and Protection in Piedmont in the Eighteenth Century', in Guido Ruggiero and Edward Muir, *History from Crime*, (Baltimore, 1994), 88-107.

March 20: Beccaria Document Study due 30%

The British penal system and the development of detection: Rachel Griffin, guest lecturer (reading for this lecture will be scanned and put into WebCT on the homepage for our course).

Readings:

Daniel Pick, *Faces of Degeneration*, Chapters 7, 8: 'Crime, urban degeneration and national decadence'.

Forensics, Computing, Genetics: Re-imagining the extent of the body and crime 1970-2014

Reading: TBA

March 27: Crime, race and nation: the twentieth-century and colonial aftermath

Residential Schools: race, culture and crime on a national scale?"

Take-home examination of two short essays will be discussed at the conclusion of this class.

Looking at categories and historical analysis.

The examination itself will be handed out at this class. Students will sign a sheet saying they have received a copy, and countersign their name on submission, April 10.

April 10 Exam due at 9:30 am. Exams will NOT be accepted after this time. Students should be prepared to hand the paper in personally. Submission will be in both hard copy and electronic copy.

Purpose:**Why study the History of Crime?**

Our course cannot hope to cover everything which this title might imply. The course originated as a Criminology required course, many years ago, and it has developed as a topic-based survey of social history, with economics, religion, church history, history of science, and philosophy added into the mix as necessary. Thus, the course could claim to be an interdisciplinary investigation into the historical manifestation of criminality in the past.

The course is based on a European historical model. That origin is important for much of the colonial and imperial movements in the nineteenth century drew directly from those sources. As the global world has revised the importance of Europe, and other codes of law and behaviour remain important, it is the European heritage which has continued to be dominant. What we do NOT study is the particular history of 'great crimes' taken out of their historical context. We do study some of the greatest 'crimes' of the past, with reference to ethics, wealth and poverty, and with careful attention to the avenues of historical investigation. This course looks at many aspects of evidence: sources, their compilation, purpose, and reading. The method for studying various aspects of crime will be through a documentary study of primary materials.

Methodology:

The course is structured as a survey, grouped around a theme or (as in the case of Cesare Beccaria or St. Thomas Aquinas) an author of significant importance. The origins of European legal codes were, in part, Greco-Roman and Judeo-Christian. However the first reading is from a contemporary Criminology handbook that provides for us several models of social organization. This gives a different perspective on crime as an aspect of social organization. With this material, lectures will discuss aboriginal, unwritten, pre-modern, legal codes. From there, we will review the Greco-Roman and Judeo-Christian systems as examples of social power and organization where written codes and procedures followed an internal logic: this aspect of the course will look at the formation of law, legal codes, and the importance of their creation as well as the roles that they played historically. The assertion of legal claims was based on a pagan system of reason and society. Adaptation of these during the period of the Middle Ages was done for two reasons: to assure the Church its laws were coherent with previous writings and the Bible; and to establish claims of other actors as they emerged, including corporations, rulers, bureaucracies, and states. The emergence of these competing claims shows the formation also of an enduring model of social order based around the extension of the abstract power of the ruler to governmental organization: this extension of physical, even brute, power to abstract rule is characteristic of the early modern period.

Having discussed types, typology, and the European roots in classical and antique Christian systems, the course proceeds to themes, grouped loosely by chronology. The dominant characteristic of the themes is their evidential nature, and it is to specifics of evidence that the

general lectures will turn. The first themes will be Medieval canon law and the secular powers; thence, proceeding through to Early Modern Europe and the state and witchcraft; the Enlightenment continues in examining *On Crimes and*

Punishments by Cesare Beccaria; and concludes with more recent evaluations of the newer 'national', 'imperial', 'colonial' experiences.

Themes covered will, thus, include by specific 'crime': heresy; witchcraft; the state's judicial apparatus (treason); the canon law (and sexuality); the demise of magic and the rise of 'science'; reason and unreason; the creation of 'national' legal codes; the Darwinian, Freudian, and other 'ism' variations; crime and the media. In addition, students will become conversant with historical methodologies of crime, and how 'crime' is defined from source materials, and conceptualization.

The writing you will do in this course is based on document studies of primary materials, lectures, and secondary materials (coursepack). The purpose of the document study is three-fold: to sharpen analytical skills as well as writing in a rather focused manner; to see the documentary evidence as indicative of larger structures of cultural expression, rule, law, government, as well as key indicators of contemporary attitudes towards gender, social status, religion, intellectual innovation, and the development of economic systems and their claims on contracts, human interactions, with a view to the expanding global awareness of power. The final purpose of the document studies is to see primary sources as evidential: the production of a piece of writing, a record, a systematic overview of human society is at the heart of this course, and much can be gained from their study. By taking documents as written materials for a culture for which evidence is otherwise often destroyed or disappeared requires imagination, close reading, and critical analysis of the texts as signposts for other materials. Therefore, the document study imposes the discipline of all of these critical tasks while bringing readers closer to the problems at the heart of the study of crime in history: the survival of materials; the voices and assumptions we bring to our readings; the difficulty of negotiating those two readings of the world (ours and theirs) while being aware that the document is a very specific kind of media, one whose original purposes and functions lead us to wider conclusions about the society and people who produced them and lived by them.

Marks Management, grades and lateness:

Please note: the grades for each of these assignments will be entered within 7 days of the due date. Failure to provide adequate documentation for lateness or failure to submit (family death, or doctor's certificate of illness or other incapacitating condition) will lead to the entering of a grade of 0. Only in extraordinary instances, requiring the assistance of your Faculty's Academic Counselling office, with the approval of the Department Chair and the Associate Dean (Academic) of Social Sciences, will the overturning of a mark be possible. It is now the explicit policy of the Faculty of Social Sciences to keep extraordinary and special examinations (except in cases approved, in advance, by Academic Counselling) or the extension of any assignments to an absolute minimum—in the case of History 2415G, 'The History of Crime', extensions might only exist for the Document Study. Failure to provide the Document Study after one week (7 days)

will result in a grade of 0; therefore handing in the assignment on the *next* class after it is due is insufficient to get a grade on the paper unless documentation is received by me from Academic Counseling in your home faculty. It is not the intention of the History Department or the Faculty of Social Sciences to accommodate need for reasons of employment, family plans, holidays (other than religious) and vacations, or the loss of technical equipment, or travel. A fuller explanation of appropriate documentation can be gained from the Senate bylaws or from the Office of the Dean. The Instructor will, therefore, not accommodate any student who misses an assignment unless adequate documentation is forthcoming. The old system was rather more lenient. The new system requires that documentation be produced at the time of the marks entry. In exceptional circumstances only will these stipulations be overturned—documentation may be referred to the Chair or Associate Dean for adjudication.. Students must also note that attendance of lectures is mandatory in this course. Failure to attend will be addressed by the Instructor in a private meeting. According to Senate regulations, repeated absence may mean that a student's presence in the course is in jeopardy.

Please see attached sheet on plagiarism.

Sample assignments from previous years:

Document Study:

Long Document Study Due: November 18, 2004

History of Crime, 299F, Dr. Bill Acres

The Document Study is to be 1500 words. You will write a comparative analysis of three or four sections of Cesare Beccaria's *On Crimes and Punishments*, giving a clear indication of how the sections relate to each other and to course materials. You must be aware of the historical theme and context we have discussed, which Beccaria is addressing. These must be clearly and specifically noted. You are not writing on the

Eighteenth Century; rather, this is a clear, precise assignment in which the reader must be assumed to be entirely ignorant of the history of criminality, its problems, and its intentions. Please do not rely on ideas such as 'progress' or things getting better with ourselves as a sort of Mount Olympus of reason and moderation. Remember, be specific, and take your time.

Guidelines for Document Study:

Document Studies will develop your critical thinking and use the historian's methods. You will read, analyze and develop your thoughts on the materials read. Please read the material without interposing your own values and ideas: engage with these people from the past on their own terms.

How to write the Study:

1. Read carefully.
2. Look for the context. Who are the authors? When, why, and where did they write the piece? What were the authors' view?
3. Read carefully, again. Look at the aspects of the piece you wish to develop. You will find quotations and examples to support your interpretation of the evidence.
4. Reflect on the document. Organize your material. Write an outline.
5. Write the document study.

Section One: One-third to one-quarter of the study will be devoted to the nature of the source itself: who, why and when, and so forth. Summarize the document. Is this a typical piece? Is this a rare view? What is the document like?

Section Two: Analysis. Here you will find aspects of knowledge discussed in lectures and readings which are reflected in the document itself. You will identify these themes, analyze them, illustrate them, and support them with your argument. Questions will arise: a good document study will address these questions in the analysis. Examples: what does the piece tell us about the authors' beliefs with respect to conceptions of history and criminality? Be sure to be as *specific* and as *precise* as possible. There are no critical points whatsoever for groundless generalizations.

Make an introduction and conclusion.

Provide an assessment of how useful the document is for historians

**Plagiarism and Academic Policy, Faculty of Social Science, Western University,
Department of History:**

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

THE UNIVERSITY OF
WESTERN ONTARIO

FACULTY OF
SOCIAL SCIENCE

PLAGIARISM

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential

references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they

cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

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Adopted by the Council of the Faculty of Social Science,
October, 1970. Revised after consultation with
Department of History, August 13, 1991

General Information

If, on medical or compassionate grounds, you are unable to meet your academic responsibilities, i.e., unable to write term tests or final examinations or complete course work by the due date, you should follow the instructions listed below. You should understand that academic accommodation will not be granted automatically on request. You must demonstrate that there are compelling medical or compassionate grounds that can be documented before academic accommodation will be considered. Read the instructions carefully. In all cases, action must be taken at the earliest possible opportunity, preferably prior to the scheduled examination, test or assignment.

1. Check the course outline to see if the instructor has a policy for missed tests, examinations, late assignments or attendance. The course outline should include the preferred method of contact (e-mail, phone, etc.).
2. Inform the instructor prior to the date of the scheduled time of the test or examination or due date of the assignment. If you are unable to contact the instructor, leave a message for him/her at the department office.
3. Bring your request for accommodation to the Academic Counselling Office, Room 2105, Social Science Centre, telephone 519 661-2011 or fax 519 661-3384. Be prepared to submit documentation of your difficulties.
4. If you decide to write a test or an examination you should be prepared to accept the mark you earn. Rewriting tests or examinations or having the value of the test or examination reweighted on a retroactive basis is not permitted.

TERM TESTS and MID-TERM EXAMS

1. If you are unable to write a term test, inform your instructor (preferably prior to the scheduled date of the test). If the instructor is not available, leave a message for him/her at the department office.
2. Be prepared, if requested by the instructor, to provide supporting documentation (see below for information on acceptable forms or documentation). Submit your documentation to the Academic Counselling Office.
3. Make arrangements with your professor to reschedule the test.
4. The Academic Counselling Office will contact your instructor to confirm your documentation.

FINAL EXAMINATIONS

1. You require the permission of the Dean, the instructor, and the Chair of the department in question to write a special final examination.
2. If you are unable to write a final examination, contact the Academic Counselling Office in the first instance to request permission to write a special final examination and to obtain the necessary form. You must also contact your instructor at this time. If your instructor is not available, leave a message for him/her at the department office.
3. Be prepared to provide the Academic Counselling Office and your instructor with supporting documentation (see below for information on documentation).
4. You must ensure that the Special Examination form has been signed by the instructor and Department Chair and that the form is returned to the Academic Counselling Office for approval without delay.

LATE ASSIGNMENTS

1. Advise the instructor if you are having problems completing the assignment on time (prior to the due date of the assignment).
2. Submit documentation to the Academic Counselling Office.
3. If you are granted an extension, establish a due date.
4. Extensions beyond the end of classes must have the consent of the instructor, the Department Chair and Dean. A Recommendation of Incomplete form must be filled out indicating the work to be completed and the date by which it is due. This form must be signed by the student, the instructor, the Department Chair, and the Dean's representative in the Academic Counselling Office.

SHORT ABSENCES

If you miss a class due to a minor illness or other problems, check your course outlines for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate.

EXTENDED ABSENCES

If you are absent more than approximately two weeks or if you get too far behind to catch up, you should consider reducing your workload by dropping one or more courses. This must be done by the appropriate deadlines. (Refer to the Registrar's website for official dates.) The Academic Counsellors can help you to consider the alternatives. At your request, they can also keep your instructors informed of your difficulties.

DOCUMENTATION

- **Personal Illness:** If you consulted Student Health Services regarding your illness or personal problem, you should complete a Records Release Form allowing them to notify Academic Counselling (the form is available in the Academic Counselling Office, 2105). Once your documentation has been assessed, the academic counsellor will inform your instructor that academic accommodation is warranted.
- If you were seen by an off-campus doctor, obtain a certificate from his/her office at the time of your visit. The off-campus medical certificate form must be used. <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf>. The doctor must provide verification of the severity of the illness for the period in question. Notes stating "For Medical Reasons" are not considered sufficient.
- **In Case of Serious Illness of a Family Member:** Obtain a medical certificate from the family member's physician.
- **In Case of a Death:** Obtain a copy of the newspaper notice, death certificate or documentation provided by the funeral director.
- **For Other Extenuating Circumstances:** If you are not sure what documentation to provide, ask an Academic Counsellor.

Note: Forged notes and certificates will be dealt with severely. To submit a forged document is a scholastic offense (see below) and you will be subject to academic sanctions.

ACADEMIC CONCERNS

- You need to know if your instructor has a policy on late penalties, missed tests, etc. This information may be included on the course outline. If not, ask your instructor.
- You should also be aware of attendance requirements in courses such as Business and English. You can be debarred from writing the final examination if your attendance is not satisfactory.
- If you are in academic difficulty, check the minimum requirements for progression in your program. If in doubt, see your Academic Counsellor.
- If you are registered in Social Science courses but registered in another faculty (e.g., Arts or Science), you should immediately consult the Academic Counselling Office in your home faculty for instructions.

