



UNIVERSITY OF
CALGARY

Department of History

HTST 593 CRIME IN EARLY MODERN ENGLAND WINTER 2022

Instructor: Dr. Ken MacMillan

Email: macmillk@ucalgary.ca

Office Hours: Wed. 12:30–1:30pm (SS 628) if classes are in person; or by appt. via Zoom

Seminar Location: SS 623 if classes are in person, or via Zoom, Wednesdays 2–4:45pm

Course Delivery

With ongoing Covid-19 issues, the seminar will be held either online via Zoom or in person, depending on current University policy, provincial regulations, and the mode that seems most practical for the present situation. Information about the location of seminars will be provided via email as needed.

Description

This seminar will introduce participants to the history of crime and punishment in early modern England, circa 1600–1800. This period witnessed significant changes in the criminal justice system. In the seventeenth century, the system was primarily attuned to the rural countryside, where people lived in small communities, knew each other well, shared similar occupations and socio-economic statuses, and conformed to familiar boundaries of behaviour. In the eighteenth century, people increasingly moved to large urban centres, especially London, where they became more anonymous, clashed with the wealthy ‘middling sort’, and shared a wide variety of social norms based on status, occupation, gender, and environment. These changes required different approaches to crime and punishment than were used previously.

Learning Outcomes

Participants in this seminar will have the opportunity to:

- Read academic articles to gain knowledge of crime and criminal justice in England;
- Read an academic monograph and present a book review;
- Write and present a research paper based on primary source materials;
- Engage in debate and discussion in small group and plenary environments;
- Enhance skills in critical and analytical thinking, and historical interpretation and method.

Reading Material

We will rely on periodical literature available through *Historical Abstracts* for the first section of the course and participants will use library, online, and other resources for the assignments. A copy of *The History Student's Handbook: A Short Guide to Writing History Essays* will be found on D2L. Participants are expected to read J. A. Sharpe, *Crime in Early Modern England, 1550-1750*, 2d. ed. (London: Longman, 1999), during the first few weeks of the course. This book will provide a general overview that will help to contextualize the reading material in Part I. This book is available for free online access at the University of Calgary library.

Assessment

Participation	20%
Critical Annotations (January 19–February 16)	20%
Book Presentation (March 2–9)	15%
Research Essay, broken down as follows:	45%
(1) Proposal (February 9, 2%)	
(2) Draft (Various days, 3%)	
(3) Presentations (Various days, 10%)	
(4) Research Essay (April 6, 30%)	

Grading Policies

Assignments will be awarded percentage grades, according to the Department of History's approved table. Late assignments may be penalized up to 3% per day, including weekends.

Participation (20%)

Participants are expected to engage with weekly readings during Part I, and with presenters during Part II. Effective participation involves regular, active, informed, and respectful engagement, making valuable contributions to the discussion but without seeking to dominate the conversation. There will be no opportunity to make up for participation grades lost because of absence. The participation grade will be assigned at the end of term based on the overall performance in the course. Participants should expect a one-third letter grade reduction (e.g. A- to B+) for each class missed and an automatic fail on this component for missing three or more seminars without justification.

Critical Annotations (20%)

One of the historian's most important skills is the ability to read and comprehend academic scholarship in a manner that allows for critical engagement. These short assignments, numbering six in total, should be submitted to the D2L Dropbox under "Critical Annotations" no later than noon each Wednesday from January 19 to February 16. They involve producing 100-word annotations for each academic article assigned in Part I. In total, each assignment will be about 300 words, or about one single-spaced page.

These assignments will be graded collectively at the end of Part I of the seminar, although advice for improvement may be offered earlier in the semester. Each annotation should contain:

- a. A complete bibliographical citation for the article (not counted in the word count);
- b. The scope of the article (time period and subject matter);
- c. A one-sentence summary of the author’s argument;
- d. A brief summary of the article;
- e. A brief critical reflection about the article;
- f. Stylistic competence (grammar, punctuation, and presentation).

Example of a Critical Annotation:

Robison, William. “Murder at Crowhurst: A Case Study in Early Tudor Law Enforcement.” *Criminal Justice History* 9 (1988): 31–62. Robison examines the 1532 murder of Robert Grame, using a detailed report written by JP Sir John Gaynesford to Secretary of State Thomas Cromwell. He argues that officials at the local and national levels “manifested a careful concern for legal procedure ... earlier than some historians have assumed”. After taking witness depositions, Gaynesford concluded that two men, John Comport and John Benson, murdered Grame, although for reasons unclear to Robison, the two men likely never stood trial. This emphasizes that many legal records of the early Tudor period are incomplete, which presents challenges to historians seeking to understand this period.

Book Presentation (15%)

This assignment involves a formal 10-minute presentation accompanied by PowerPoint or similar presentation software, such as Google Slides or Prezi. A one-page (single-sided) handout should accompany the presentation, which should summarize the main points made in the presentation. In our first seminar, each participant will select one book from the list below, and present on the date indicated. Your task, in essence, is to teach the book to the class by discussing the author, scope and key arguments of the book, source base, strengths and weaknesses, and the extent to which the book fits within our discussions during Part I of the course. All aspects of the presentation will be assessed; this includes your comprehension of the material, ability to explain it, preparation, delivery, and the quality and effectiveness of the presentation slides and handout. You must upload the handout and presentation to D2L no later than 11:59pm on the day you present. *Please note that you are not required to write a book review; the presentation and handout are the only components being assessed.*

All books are available online via the UC library.

<p>Books to be presented March 2 Cynthia Herrup, <i>The Common Peace</i> Malcolm Gaskill, <i>Crime and Mentalities</i> Krista Kesselring, <i>Making Murder Public</i> James Sharpe, <i>Bewitching of Anne Gunter</i> Lena Liapi, <i>Roguary in Print</i> Peter Elmer, <i>Witchcraft, Witch-hunting</i> Frances Dolan, <i>Dangerous Familiars</i> Randall Martin, <i>Women, Murder, and Equity</i></p>	<p>Books to be presented March 9 Garthine Walker, <i>Crime, Gender, and Social Order</i> Paul Griffiths, <i>Lost Londons</i> J. M. Beattie, <i>The First English Detectives</i> Peter King, <i>Punishing the Criminal Corpse</i> Tim Hitchcock & Robert Shoemaker, <i>London Lives</i> Hal Galdfelder, <i>Criminality and Narrative in Eighteenth-Century England</i> John Langbein, <i>Origins of Adversary Criminal Trial</i></p>
--	---

Research Essay (45%)

The research essay for this seminar involves an investigation into a topic of your choice, drawing on a discreet selection of primary source materials. Your essay can be about a specific case or type of crime, court, punishment, etc. Please feel free to discuss your topic with the instructor. This project involves four elements, each of which are graded:

(1) **Research Proposal:** A proposal of approximately 500 words (2 double-spaced pages), accompanied by a preliminary bibliography of at least six primary and secondary sources, should be uploaded to D2L no later than 11:59pm on February 16. The proposal should indicate the topic, research questions, and sufficient background to contextualize the project. The purpose of the proposal is convince the instructor of the viability of the project. Please ensure the proposal is well written, in paragraph form. This assignment is worth 2%, which will be awarded in its entirety assuming all of the above components have been achieved.

(2) **Essay Draft:** A draft of *at least 12 pages* (3000 words) should be uploaded to the D2L Dropbox by 11:59 pm on the day before you present your paper to the class (see below). The draft should be materially complete, with all standard essay components (introduction, body, conclusion, bibliography) in place. The instructor will offer comments on the draft for your consideration. This assignment is worth 3%, which will be awarded in its entirety assuming all of the above components have been achieved.

(3) **Presentation:** The presentation will involve a 15-minute discussion of your research paper, accompanied by PowerPoint, Google Slides, or Prezi, followed by a 15-minute plenary discussion involving the entire class. The order of presentations (and, therefore, the due dates of the drafts) will be determined by the instructor after the proposals have been submitted, based on the subject matter and time period of the essays. Presenters should not read their paper, but rather introduce the topic, thesis statement, evidence used, and principal findings. After the presentation and discussion of the paper, consider revisions along the lines suggested by the instructor and other participants. This assignment is worth 10%, which will be awarded on a merit basis according to the overall quality of the presentation.

(4) **Research Paper:** The final essay should be approximately 15 pages in length (4000 words, counting footnotes but not counting the bibliography). In addition to relevant primary sources, which will vary depending on the nature of the project, it should make use of at least eight secondary sources (journal articles, chapters in books, and books) relevant to your topic. You may use the articles assigned to this seminar if they are relevant. The secondary literature should be used to place your paper into the context of other historians' writings on your subject, and to show how your findings engage other historians' views. However, *the essay is expected to be led by primary sources, which should make up the majority of your footnotes*. The final version of the essay should be in Adobe or Word format and uploaded to the D2L Dropbox no later than 11:59pm on April 6. The paper will be graded on originality, source base, use of source materials, organization, strength of argument, and writing style. Proper referencing style and format must be used, about which see *The History Student's Handbook*. This assignment is worth 30%.

Learning Technologies Requirements

Participants will require a computer with internet access, a microphone, and a camera to participate in online seminars, upload assignments, view materials on D2L, and make use of online office hours. For the presentations, participants will require access to PowerPoint, Google Slides, or Prezi. You are strongly encouraged to keep your camera on during online seminars.

Seminar Schedule

Part I: Readings

The articles listed below are available for PDF download via *Historical Abstracts*, which is accessible through the University of Calgary library website.

January 12: **Introduction**

January 19: **Participation and the Community**

Peter King, 'Decisions-Makers and Decision-Making', *Historical Journal*, 27 1984, 25-58

Cynthia Herrup, 'Law and Morality', *Past & Present*, 106 1985, 102-23

K. J. Kesselring, 'Felony Forfeiture', *Historical Journal* 53 2010, 271-88

January 26: **Criminal Procedure**

J. M. Beattie, 'Scales of Justice', *Law and History Review*, 9 1991, 221-67

Bruce P. Smith, 'The Presumption of Guilt', *Law and History Review*, 23 2005, 133-71

Matthew Lockwood, 'From Treason to Homicide', *Journal of Legal History* 34 2013, 31-49

February 2: **Crime and Punishment**

Susan Amussen, 'Punishment, Discipline, and Power,' *J. of British Studies*, 34 1995, 1-34

Malcolm Gaskill, 'Reporting Murder', *Social History* 23 1998, 1-30

Simon Devereaux, 'Recasting the Theatre of Execution', *Past & Present* 202 2009, 127-74

February 9: **Gender, Sex, and Crime**

Courtney Thomas, 'Not Having God Before His Eyes', *Seventeenth Century* 26 2011, 149-73

Garthine Walker, 'Rape, Acquittal and Culpability', *Past & Present* 220 2013, 115-42

K. J. Kesselring, 'Bodies of Evidence', *Gender and History* 27 2015, 245-62

February 16: **Crime in Eighteenth-Century London**

Robert Shoemaker, 'The Street Robber', *Cultural and Social History*, 3 2006, 381-405

J. M. Beattie, 'Sir John Fielding', *Law and History Review*, 25 2007, 61-100

Norma Landau, 'Gauging crime', *Social History*, 35 2010, 396-417

Part II: Presentations

March 2–9: **Book Review Presentations**

March 16–30: **Research Essay Presentations**

April 6: **Research Essays Due**

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a

student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

Winter 2022