Crime and Punishment

History 2541

Spring 2018 Meghan Roberts

T/Th 10:00-11:25 mroberts@bowdoin.edu

Kanbar 109 Dudley Coe 301A



This class explores the cultural history of crime and punishment in Europe from 1500-1800 by considering celebrated court cases and criminal figures such as witches, unfaithful wives, assassins, and murderers. Along the way, we will analyze historical methods and scholarly writing.

Readings required for purchase:

Joel Harrington, *The Faithful Executioner: Life and Death, Honor and Shame in the Turbulent Sixteenth Century*

Lisa Jardine, *The Awful End of Prince William the Silent: The First Assassination of a Head of State with a Handgun*

Arlette Farge and Jacques Revel, *The Vanishing Children of Paris: Rumor and Politics before the French Revolution*

Nina Kushner, *Erotic Exchanges: The World of Elite Prostitution in Eighteenth-Century Paris*

Sarah Maza, *Thinking about History*

Course policies

*Attendance*: Barring factors beyond your control, I expect you to attend and be prepared for every class. Please email me if you are prevented from joining us. It is your responsibility to make up course work.

*Turning in assignments*: All work should be double-spaced, paginated, in 12-point font, and with 1-inch margins. Please staple your work, if applicable.

*Extension policy*: Each student has three extension days to use for any paper except the final research paper. Students may also seek extensions for family emergencies, serious illness, or religious obligations. If a paper is late, even after accounting for extensions, it will be penalized 1/3 of a letter grade for each day late.

*Academic honesty and citation of sources*: All citations must comply with the guidelines of the Chicago Manual of Style for footnotes/endnotes; parenthetical citation is not an acceptable format for this class. Failing to properly cite or paraphrase sources will have negative consequences for your grade: you may fail the assignment or the class, and you may be referred to the Judicial Board. Please see Blackboard for more information.

*Electronic devices*: Please ensure that your cell phones are silenced during class time. If you are using a laptops or tablet, please do so in a way that does not inhibit your participation in discussion (for example, please lower the screen when possible and make eye contact when speaking or listening).

*Email:* I am available at mroberts@bowdoin.edu M-F, 8-3. If you do not hear from me within 24 hours, please resend your message.

*Rubrics:* Rubrics for class participation and papers are available on Blackboard.

Assignments and grading:

*More information about these assignments can be found on Blackboard and we will discuss the details in class. This is just to give you a bird’s eye view of what we will be doing.*

*Proposal and annotated bibliography:* Choose one of the topics and readings that we have done as a class, and expand on that to create your own research topic which will be the focus of your subsequent papers. What main questions do you want to address? Why do those questions matter? What evidence will you analyze to answer your questions? What television show will you choose for the historical consultant essay? What contemporary issue will you explore in your past in the present presentation? In addition to your proposal, please provide an annotated bibliography of primary and academic secondary sources.

*Primary source analysis:* Choose at least one but no more than two primary sources from your annotated bibliography and write a three-page paper that makes a historical argument based upon them.

*Book review:* Choose at least two books from your annotated bibliography. Write a five-page book review of these works. Questions to consider: What have historians already written about this topic? What sources/methods have they used? Are there any problems with or gaps in this research?

*Historical consultant paper:* Start by listening to a podcast on historical accuracy by Hannah Greig and Greg Jenner (both historical consultants on period TV shows and movies); I would particularly draw your attention to this quote from Hannah Greig: “For me what’s important are ‘is the narrative meaningful for the time in which it’s set? Are the characters’ motivations informed by the choices that I would understand as being the choices that were faced by the people at the time? Does it carry me emotionally in the way that I might think about the historical past?’ Those are the issues that really matter to me as a historian, and less so about whether we’ve sourced exactly the right wine glass.” After considering Greig and Jenner’s points, you will conduct additional research and write a five-page paper that assesses a historical TV show. You will choose an episode of Outlander, Poldark, or Garrow’s Law as the focus of your analysis.

*Past in the present*: In many ways, the past continues to reverberate in the present. Working in groups, please choose a contemporary issue related to the topics of crime and punishment – for example, incarceration rates in the 21st century United States, the development of “humane” prisons in Scandinavia, the evolution of execution methods – and develop a podcast about the history behind this idea, with reference to early modern European history and with an emphasis on how the study of the past helps us better understand the present. The presentation of your research on this topic should be engaging and geared towards a wide audience.

*Grade distribution:*

Participation: 20%

Proposal and annotated bibliography: 5%

Primary source analysis: 15%

Book review: 20%

Historical consultant essay: 20%

Past in the present podcast: 20%

*NB:* You must complete all assignments in order to receive credit for this course.

Schedule of class meetings and assignments

*Please bring copies of the reading to class.*

January 23: Introductions

January 25: Michel Foucault, *Discipline and Punish,* 3-31; Sarah Maza, *Thinking About History*, chapter 5.

January 30: Natalie Zemon Davis, *Fiction in the Archives*, 1-6, 36-76 (available via e-reserve); Maza, *Thinking About History*, chapter 1.

February 1: Carlo Ginzburg, *The Night Battles*, 1-16, 69-97 (available via e-reserve); *Malleus Malificarum,* excerpt (available via e-reserve)

February 6: Giovanna Fiume, “The Old Vinegar Lady, or the Judicial Modernization of the Crime of

Witchcraft,” in *History from Crime*, ed. Muir and Ruggerio, 65-87; Alisha Rankin, “On Anecdotes and Antidotes: Poison Trials in Sixteenth-Century Europe,” *Bulletin of the History of Medicine* 91.2 (Summer 2017), 274-302.

February 8: Lynn Mollenauer, “The End of Magic: Superstition and ‘So-Called Sorcery” in Louis XIV’s Paris” in *Crime and Punishment: Perspectives from the Humanities*, ed. Austin Sarat, 33-52; Tessa Storey, “Face Waters, Oils, Love Magic and Poison: Making and Selling Secrets in Early Modern Rome,” in *Secrets and Knowledge in Medicine and Science, 1500-1800*, eds. Elaine Leong and Alisha Rankin, 143-166.

February 13: Joel Harrington, *The Faithful Executioner*, skim xvii-xxx, read 45-49, 54-90, 108-136

February 15: Joel Harrington, *The Faithful Executioner*, 137-153, 162-168, 185-225

February 20: Maza, *Thinking About History*, chapter 3.In-class viewing of *The Return of Martin Guerre*

Primary source paper due

February 22: Stuart Carroll, *Martyrs and Murderers: The Guise Family and the Making of Europe*, pages TBD

February 27: Lisa Jardine, *The Awful End of Prince William the Silent,* 15-76.

March 1: Lisa Jardine, *The Awful End of Prince William the Silent*, 77-138

March 6: Laura Gowing, “Secret Births and Infanticide in Seventeenth-Century England,” *Past and Present* No. 156 (August 1997), 87-115.

March 8: Historical consultation workshop*.* Maza, *Thinking About History*, chapter 6.Book review due.

————————————————— Spring Break ———————————————

March 27: Arlette Farge and Jacques Revel, *The Vanishing Children of Paris*, first half

March 29: Arlette Farge and Jacques Revel, *The Vanishing Children of Paris*, second half

April 3: Nina Kushner, *Erotic Exchanges,* 1-45; skim 72-96.

April 5: Nina Kushner, *Erotic Exchanges,* 97-128, skim 191-218, read 219-224.

April 10: Maza, *Thinking About History,* chapter 4 and conclusion. In-class discussion about how to make a podcast. Historical consultation paper due.

April 12: Robert Darnton, *Forbidden Best-Sellers of Prerevolutionary France*, pages TBD

April 17: Sarah Maza, “Domestic Melodrama as Political Ideology: The Case of the Comte de Sanois,” *American Historical Review* (December 1989), 1249-1264

April 19: Past in the present workshop. Review Maza for ideas about what history is and why it matters.

April 24: David Jordan, *The King’s Trial: Louis XVI vs. The French Revolution*, chapter 7; skim Marisa Linton, “Fatal Friendships: The Politics of Jacobin Friendship,” *French Historical Studies* 31.1 (2008), 51-76.

April 26: Paul Friedland, “Beyond Deterrence: Cadavers, Effigies, Animals, and the Logic of

Executions in Premodern France,”*Historical Reflections/ Réflections Historiques* 20*.*2, 295-317

May 1: Tal Golan, *Laws of Men and Laws of Nature,* 1-51 (available via e-reserve)

May 3: Past in the present presentations

May 8: Past in the present presentations

Final version of podcasts plus accompanying materials due during our final exam slot.