

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	School of Historical, Philosophical and Religious Studies
Prefix: HST	Number: 304	Title: Studies in European History (Crime and Punishment in Early Modern Europe)	Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: *Historical Awareness (H)* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Marissa Timmerman E-mail Marissa.R.Timmerman@asu.edu Phone 480-727-4029

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Richard Amesbury Date: 11/01/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
HST	304	Crime and Punishment in early modern Europe	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. History is a major focus of the course.	The entire course explores the history of judicial cultures, institutions, practices, and their shifts over the course of the early modern period, roughly 1500-1800. It further engages with elite and commoner views of crime, the cultural expression of their concerns, and the lives of criminals themselves.	All modules explore the history early modern European crime and punishment over several hundred years.
2. Explains human developments as a sequence of events influenced by a variety of factors.	The course explains human history as a sequence by exploring the following dimensions of change over time: (1) how the reception of Roman Law influenced the rise of European law codes (2) how the growing state and the Reformation led to an intensification of judicial procedures (3) how crises influenced by the Reformation and weak states led, over time, to the decline and abolition of physical interrogations (torture) and punishments	(1) Module Two explores the rise of European law codes like the Carolina and England's accusatorial system in the context of the reception of Roman law, as well as what those procedures meant on the ground. Discussion encourages students to consider how developing state legitimacy and professionalization made judicial practices more complex and more robust. (2) Module Three explores how the Reformation and growing state authority led to Social Disciplining and some popular resistance. (3) Modules Seven and Eight cover the many causes that led to a breakdown of judicial institutions in the context of the European witch hunts, the decline of torture in the eighteenth century, and the related development of new investigatory and evidentiary practices. Students will discuss whether slow, gradual shifts in popular mindsets about justice or Enlightenment thinkers were most important for the decline of physical interrogations and punishments.
3. Disciplined, systematic examination of human institutions as they change over time.	Students systematically examine change over time in a variety of institutional contexts, including (1) the origins and development of the inquisitorial and accusatorial judicial systems and its intensification after the Reformation. They also explore (2) the role of key historical actors like executioners that modern society no	(1) Modules Two and Three cover the rise and intensification of judicial practices through new institutional norms (2) Module Six covers the skills and life of the executioner, a key figure in the European judicial systems, and the wide variety of new, developing punishments that aimed at limiting gruesome penalties in exchange for more rehabilitative punishments. Students will analyze an early

Historical Awareness [H]

Page 4

	<p>longer has and the slow decline of physical punishments due to judicial cultures shifting from an ideal of retribution to rehabilitation. Finally, they engage with (3) the shift to modern policing following the French Revolution.</p>	<p>modern executioner's journal to decipher these shifts, popular expectations about justice, and the complicated relationship between crime, justice, and honor. (3) students learn about the shift to modern policing in Module Eight, including historiographical debates on the subject, and will analyze Enlightenment thought to discuss how elite and commoner conceptions of crime had shifted, necessitating institutional changes.</p>
<p>Relationship among events, ideas, and artifacts in broad social, political, and economic context</p>	<p>The intersections of politics, society and economy shape the approach to understanding crime and criminality in this course, with attention to particular events and ideas. For example, justice requires legitimacy from authorities and subjects alike. Beyond examples given above (in this checklist), students also (1) engage with the relationship between crime and popular culture and (2) the relationship between justice and honor.</p>	<p>(1) Modules Three, Four, and Five explore the expectations of commoners - especially when they did not meet those of authorities - the meaning of popular true crime stories, and the lives of criminals themselves, especially those from minority groups. In their first paper, students will engage with how true crime stories and real life confessions influenced each other in format and content as well as the goals of authors and condemned criminals.</p>

HST 304.74826/81090: Crime and Punishment in Early Modern Europe

Fall 2019

Online

Instructor: Stephen Lazer

Email: slazer@asu.edu

Office hours: M 11:45AM-2PM, W 2-5PM, F 11:45AM-2PM and by appointment

Office hours are the times when I am guaranteed to be in my office and available to talk in person, over the phone, or over skype. If those times do not work for you, I am happy to make an appointment. Or just stop by! I am often in my office.

This course covers the history of crime and the investigation, interrogation, and punishment of criminals during the early modern period in Europe (1500-1789). It explores how authorities, commoners, and criminals themselves viewed criminal activity and the broader historical reasons that patterns of crime changed over time. From a political standpoint, it covers the influence of Roman and common law, growing state authority, the inquisitorial and accusatorial processes, and the developing professional judiciaries in improving the state's reach. From a social and cultural perspective, court records will allow us to engage with the worldview of potential criminals themselves.

Student Learning Outcomes

1. Students will be able to understand and describe the rise and practices of the major European legal systems
2. Students will be able to understand and describe the mutually legitimizing relationships between political, religious, cultural, and legal institutions
3. Students will be able to analyze primary and secondary sources alone and in relationship to each other
4. Students will be able to clearly and effectively articulate an original interpretation of historical questions and concepts in written form
5. Students will be able to clearly and effectively articulate an original interpretation of historical questions and concepts in written form

Readings: The following books are required and are available for purchase at the campus bookstore, although you may, of course, purchase them online (for example, amazon.com) or elsewhere if you wish. Other sources will be posted online directly or as links. **All required book are available online as e-books.**

Harrington, Joel F. *The Executioner's Journal: Meister Frantz Schmidt of the Imperial City of Nuremberg*. University of Virginia Press: 2016.

Beccaria, Cesare. *On Crimes and Punishments and Other Writings*. Translated by Aaron Thomas and Jeremy Parzen. University of Toronto Press: 2006.

MacMillan, Ken, ed. *Stories of True Crime in Tudor and Stuart England*. Routledge: 2015.

You may find the following websites useful when writing papers:

William Strunk, Jr. *The Elements of Style*. Available at: <http://www.bartleby.com/141/> (Links to an external site.)

The Purdue OWL: <https://owl.english.purdue.edu/owl/> (Links to an external site.)

For Turabian footnotes and bibliography help:
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Class requirements:

Students are expected to complete all assigned readings *before* the online discussion. While students should always carefully read all assignments beforehand, this is particularly important for primary source documents, as you cannot discuss them if you have not read and thought about them beforehand. You will be graded based on your performance in class discussions, weekly quizzes, and two papers. The dates for the papers are listed below.

Written Assignments 38% (19% each)

You will write two (2) papers based on your analysis of the lectures and the primary and secondary source readings. I will post your topics at least a week before it is due. These papers will require you to make and defend strong academic arguments. These will be graded on whether or not they have clear thesis and topic sentences with a clear argument, the strength, clarity and development of the argument, the use of evidence from the sources, and writing style. These must be uploaded to Canvas through the plagiarism detector. Rubrics are available on the assignment page and on the speedgrader page.

All papers (short and long) must be in 12-point Times New Roman font, double-spaced, with one inch margins. **Citations must be complete in Turabian format as footnotes.** I have posted a series of writing tips and strategies on the course website that I encourage you to read as it comes from years of experience with undergraduates, colleagues, and my own writing. It also includes a list of simple errors that, because they are easy fixes (unlike, say, analysis, which is *not* easy), will result in **automatic deductions to your paper's grade**. You will also find a peer-review sheet if you wish to practice peer-review with a classmate. These peer-review sheets are also good checklists for self-review.

Optional Special Paper (1/3 of a grade bonus)

You have the opportunity to replace the fourth written assignment I assigned with a paper of your own design of at least 1,000 words or another kind of creative project that approximates the same workload and depth. If you complete a special paper or project of your own design and earn at least a B- on it you will also receive **an extra third of a grade** at the end of the semester. I.e., if you had earned a B for the whole course and wrote a final paper of your own design, your final grade would actually be a B+.

Please feel free to contact me to discuss ideas and note that I must have approve the idea no later than the end of Module 5, and preferably earlier so you can get started on it. Your topic must engage with early modern crime and punishment and you will be expected to use at least five (5) primary sources. Some suggested places for finding primary sources, emphasizing England because of ease of language:

- Eighteenth Century Collections Online(<https://libguides.asu.edu/18centcoll> (Links to an external site.))
- [Eurodocs - Primary Historical Documents from Western Europe](http://eurodocs.lib.byu.edu/index.php/Main_Page) (Links to an external site.) (http://eurodocs.lib.byu.edu/index.php/Main_Page (Links to an external site.))
- [Connected Histories](http://www.connectedhistories.org) (Links to an external site.) (<http://www.connectedhistories.org> (Links to an external site.))
- Other primary source websites we are encountering this semester

I encourage you to look at ASU's primary source library guides for other primary sources in Western Europe (<https://libguides.asu.edu/c.php?g=263790&p=1762127#s-lq-box-5395098> (Links to an external site.))

Syllabus Quiz (2%)

You are all expected to carefully read the syllabus and then take and get a perfect score on the syllabus quiz. You may take the syllabus quiz as many times as you would like

until you get that perfect score. However, I will not accept or grade any work from you **until** you have successfully completed it.

Weekly Quizzes (10%)

Each module (except the first) will have a short, 5-10 question multiple choice quiz **due Wednesday** based on the week's lectures. The purpose of these quizzes is to help keep you on a positive pace for the semester's work, as the lectures are there to help you analyze the sources. The quizzes are also meant as a reward for keeping a good pace, as they are designed to be relatively easy. The lowest weekly quiz grade will be dropped.

Discussion (50%)

You are expected to participate *actively and vigorously* in weekly discussions on Canvas. These discussions are generally focused on the week's primary or secondary source readings. You will post a minimum of one (1) initial response to one of the week's posted questions by 11:59 PM on Wednesday and at least two (2) carefully-considered and detailed responses to classmates by 11:59 PM on Saturday. **At least one of your responses must be to a classmate who answered a different question than you did in your initial post.** Your initial posts, in particular, should include **in-text parenthetical citations** to the sources (last name, page number). While I will not grade your discussions for grammar and style like I will your academic papers, I still encourage you to edit them carefully before posting, as clarity is an important aspect of discussion.

Note: the discussion dates for the first two modules' discussions may be different. See class plan for details.

The lowest week's discussion grade will be dropped.

Grading Scale

This class uses the classic letter-based grading scale with pluses and minuses. So a B+ is 88, a C- is 72, an A is 95, etc. (an A+ is 100). All your grades, even those figured numerically like the midterm and final, will be in letter form, which almost always slightly boosts your grade. If you have any questions, please ask.

Papers	38%
Weekly Quizzes	10%
Syllabus Quiz	2%
Discussion	50%

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU at <https://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

If you use another email account, it is a good idea to forward messages from your ASU account to the other account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Being a six-week course, expect to spend around 22.5 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Published assignment due dates and times (Arizona Mountain Standard time) are firm. Late papers will be accepted but *severely penalized* at the rate of **five percentage points** for each day your paper is late. Discussion posts and quizzes cannot be made up late without a legitimate excuse. Legitimate excuses for an extension are your own illness or an illness or death in your immediate family, at which point we will work together to determine when and how to make up missed assignments or exams. Travel plans (except in the case of a major religious holiday falling on class day), your job, and a hungry computer are *not* acceptable excuses. Please inform me by email as soon as possible if you need an extension under those circumstances, preferably *before* a due date. I reserve the right to request written documentation to support all claims of emergency.

Please follow the appropriate University policies to request an [accommodation for religious practices](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the [University Policy for Student Appeal Procedures on Grades](#).

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions.

Any student caught cheating or plagiarizing will *automatically fail* the course. It is this instructor's policy that students caught plagiarizing will receive an XE, that is, course failure due to academic dishonesty. According to ASU's academic integrity page on avoiding plagiarism: "Plagiarism may be the most common form of academic dishonesty and is often unintentional. Protect yourself by understanding how to avoid plagiarism with these resources:

The Governors of Acadia University's [interactive video on plagiarism](#)

The Purdue Online Writing Lab's (OWL) [Avoiding Plagiarism](#)"

[Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior (also known as netiquette) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

[Qualified students with disabilities may be eligible to receive academic support services and accommodations.](#) Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are [responsible for requesting accommodations and providing qualifying](#)

[documentation](#) to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu.

To speak with a specific office, please use the following information:

ASU Online and Downtown Phoenix Campus

University Center Building, Suite 160
602-496-4321 (Voice)

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

Polytechnic Campus

480-727-1165 (Voice)

Tempe Campus

480-965-1234 (Voice)

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)

Technical Support

This course uses Canvas to deliver content. It can be accessed by clicking the course name at MyASU at <http://my.asu.edu> or the Canvas home page at <https://asu.instructure.com/>

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily

- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track

Tutoring and Academic Success

ASU is committed to ensuring you achieve all your education-related goals by providing a variety of student success resources. I encourage you to check out the [Writing Center](#) which provides both in-person and online tutoring and other forms of [online tutoring](#). Even if you are a good writer, an extra pair of eyes (either a tutor, an in-class peer, or a friend) is never a bad thing. Just make sure you approach a potential reviewer *at least one week before the due date* so you have appropriate time to edit. Remember, the *due date* is **not** the *to do date*.

Class Plan:

Module One, October 16-19:

Introduction to the course

Learning outcomes:

- Understand the syllabus, class plan, assignments, and other expectations for this course
- Tell your classmates about yourself and why you are taking this course

Readings: Ruff, *Crime Justice and Public Order* (excerpt)

- Syllabus Quiz due by 11:59 PM on October 19
- Introductory posts AND responses to classmates due by 11:59 PM on October 19

Module Two, October 20-26:

The Primary Legal Systems

Learning Outcomes:

- understand and describe the rise and practices of the accusatorial and inquisitorial legal systems
- evaluate how the expectations of different procedures developed into on-the-ground practices

Reading: Ruff, *Crime Justice and Public Order* (excerpt)

Module Three, October 27-November 2:

Social Crime and Social Disciplining

Learning Outcomes:

- understand and describe the mutually legitimizing relationships between political, religious, and legal institutions after the Reformation
- understand and describe the concept of social crimes and anti-social crimes
- apply the concept of social crimes to the modern world
- analyze primary sources in the context of social disciplining

Readings: MacMillan, *Stories of True Crime* (all)

Selections from The Proceedings of the Old Bailey, London's Central Criminal Court

Perusal of the Ordinary of Newgate's Accounts

Module Four, November 3-9:

The Culture of Crime Writing

Learning Outcomes:

- understand and describe how true crime stories were written to entertain and educate readers
- explore and evaluate collections to find historically significant primary sources
- analyze "true crime" stories and their cultural relationship to recorded convictions and confessions

Readings: MacMillan, *Stories of True Crime* (all)

Perusal of the Ordinary of Newgate's Accounts

First Written Assignment due by 11:59 PM on Saturday, November 9

Module Five, November 10-16:

The Cultures of Criminals

Learning Outcomes:

- Understand and explain early modern patterns of crime based on time period, gender, and ethnic background
- Place themselves in the context of the early modern European criminal through creative exercises

Readings: Harrington, *The Executioner's Journal*, pages 3-55

Module Six, November 17-23:

The Executioner and his Punishments

Learning outcomes:

- understand and describe the relationships between crime, punishment, honor and dishonor
- understand and describe the changes in punishment types and their frequency over the course of the early modern period
- analyze early modern ego documents in their historical context

Readings: Harrington, *The Executioner's Journal*, pages 55-108

Module Seven, November 24-30:

When institutions break down: Witchcraft

Learning outcomes:

- understand and describe the rise of Europe's early modern witch hunts from the perspective of legal history
- analyze transcripts from witch trials and the thoughts of legal scholars in the context of legal history

Readings: Beccaria, *On Crimes and Punishments*, pages 5-86

Selected documents on Witchhunts (online)

Module Eight, December 1-6: Policing

The Decline of Torture and the shift to modern

Learning outcomes:

- understand and explain the different sides of the historiographical debate over the abolition of torture
- analyze the writings of several Enlightenment-era thinkers in the context of historiographical debates
- craft a strong, argumentative, analytical paper using primary sources

Readings: Beccaria, *On Crimes and Punishments*, pages 87-159

- **Second Written Assignment** due by 11:59pm on Wednesday, December 6
- Responses to Classmates due by 11:59pm on Friday, December 6

Written Assignment Topics:

First Written Assignment due 9 November: We have spent the first half of the course learning about how and why criminal prosecution intensified throughout the early modern period, including law codes, social attitudes, and other cultural contributions. With the context of that background knowledge, you will write a paper of at least five (5) full pages analyzing the true crime stories you have been reading in the context of the recorded Ordinary's Accounts of convicted criminals. Choose **one topic or subject** that piqued your interest from the True Crime stories and search Ordinary's on that topic (crime, occupation, gender, age, etc.). Write an analytical paper that compares them and accounts for their similarities and differences. Given that the true crime genre was so popular, do you think the published accounts influenced how real-life criminals behaved? Do you think that the recorders of the confessions modified them stylistically (historians do think the confessions are largely reliable) for educational or other purposes? Given that "True Crime" accounts were written to teach and/or to entertain, how do the true crime accounts differ from the formal records and why do the authors present the stories as they do? What lessons are they trying to teach their readers, or how are they trying to entertain them, and how are they playing with the facts or presentations of the cases to do so?

In short, you are conducting a comparative analysis of True Crime and formal accounts, so you should pick some commonality (a few options are listed above) to ground your discussion. You do not have to cover all of those questions, and there are many other questions you could answer that are not explicitly listed here. The goal here is to offer you the opportunity to write an interesting paper of **your** choosing instead of my own. Instead of trying to cover everything, therefore, write a **coherent** paper that uses at least five (5) of the true crime stories and at least three (3) of the Ordinary's records. If you have ideas for the paper that you are not sure about because you find the prompt confusing, please e-mail me. I am happy to see where your interest is taking you.

Second Written Assignment, due 6 December: We have spent the past two weeks reading enlightenment discussions about crime and punishments. We have learned about the problematic nature of torture and physical punishments as well as the developing attempts to move away from them, which began in the sixteenth century but picked up steam in the eighteenth century. We have also learned about new standards for evidence and conviction which made torture less important as an investigatory tool.

With that knowledge, we can place Beccaria's text and the responses to it in their historical context. Write a minimum five (5) page paper that analyzes the texts in their historical context and in the context of the history of crime and punishment. Some possible questions to consider include: Where do you see new elite understandings of crime, investigations, and proper punishment? Where do you see the same understandings, but simply changing (or not changing!) practices? Do you believe that Enlightenment thinkers like Beccaria and his respondents drove the shift, or were they just jumping on the bandwagon that was already leading to change, and what in the sources leads you to that conclusion? Who makes the better points, Beccaria or his opponents? Like with your first paper, these questions are guidelines, not demands, and you should feel free to contact me with a thesis statement or an outline as you wish.

THE EXECUTIONER'S JOURNAL



Meister Frantz Schmidt of the Imperial City of Nuremberg

Translated by Joel F. Harrington



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Contents

List of Illustrations

Acknowledgments

Abbreviations

Notes on Usage

Introduction

FRANTZ SCHMIDT'S JOURNAL, 1573–1618

Afterword: Frantz Schmidt as Author

Appendix: Statistical Overview of Crimes and Punishments

Bibliography

Index

Stories of True Crime in Tudor and Stuart England

1st Edition

Edited by Ken MacMillan

List of Illustrations Acknowledgements Introduction

1. The Blood-Thirsty Papist
2. The Jealous Mercer and the Smitten Lover
3. The Strange Discovery of Sundry Murders
4. The Boy Without Any Fear
5. The Minister's Mutilation and Murder
6. The Cock-A-Doodle-Doo Miracle
7. The Death of a Bawd
8. The Cripple's Complaint and the Strumpet's Repentance
9. The Hog-Keeper and Her Daughter
10. The Gentlewoman's Unnatural Crimes
11. The Unhappy Litigant
12. The Life and Death of a Churlish Knave
13. The Witches of Faversham
14. The Baronet at the Bar
15. The Child-Killer of St. Olave
16. The Cavalier Killer Gets Pressed
17. The Gardener's Gallows Reprieve
18. The Murderous Siblings of Monmouth
19. The Widow's Murder
20. The Drover's Suicide
21. The Roasted Apprentice
22. The Ordinary's Work
23. The Beastly Highwaymen
24. The Fire in the Garrett
25. The Penitent Apprentice
26. The Common Witch, Goody Buts
27. The Madness of Mary Philmore
28. The French Midwife's Miserable Moan
29. The Wicked Life of Captain Harrison
30. The Soldier and the Magpie *Glossary Bibliography*

On Crimes and Punishments and Other Writings

By Cesare Beccaria

Edited by Aaron Thomas

Translated by Aaron Thomas and Jeremy Parzen

Foreword by Bryan Stevenson

Introduction by Alberto Burgio

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TABLE OF CONTENTS

Acknowledgments

Foreword by Bryan Stevenson

Preface by Aaron Thomas

Introduction: Between Law and Politics - The Idea of Equality in *On Crimes and Punishments* by Alberto Burgio

PART I On Crimes and Punishments

PART II Contemporary Reactions to *On Crimes and Punishments*

Ferdinando Facchinei, from *Notes and Observations on the Book Entitled 'On Crimes and Punishments'* (1765)

Pietro and Alessandro Verri, from *Response to a Writing Entitled 'Notes and Observations on the Book "On Crimes and Punishments"'* (1765)

Voltaire, Commentary on the Book *On Crimes and Punishments*, by a Provincial Lawyer (1766)

PART III Revisiting the Death Penalty

Opinion of the Undersigned Members of the Committee Charged with the Reform of the Criminal System in Austriam Lombardy for Matters Pertaining to Capital Punishment