

HIST*3130 - Popular Culture and Punishment, 1700-1900

Fall 2025 Course Outline

Section: 01

Credits: 0.50

Land Acknowledgement: Guelph

The University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer respect to our Anishinaabe, Haudenosaunee and Métis neighbours. Today, this gathering place is home to many First Nations, Inuit, and Métis peoples and acknowledging them reminds us of our important connection to this land where we work and learn.

Calendar Description

The course will survey the social, political and intellectual influences upon the leisure activities of Europeans and Americans in the period with special reference to institutions such as the prison, the asylum, the reformatory and the regulation of popular culture and leisure activities. Witchcraft and the witch-hunt will be discussed.

Prerequisite(s): 7.50 credits including (HIST*1010 or SOC*1500)

Department(s): Department of History

Course Description

The histories of the great late-nineteenth century transformations in the social control institutions of Western industrial societies include certain key features. These are the increasing state involvement, the identification and differentiation of the accused who were segregated into separate institutions for their punishment or cure and the emergence of a separate body of experts for investigating and treating them. The purpose of this course is to examine the changing nature of social control and criminal justice in Britain from approximately 1700 to the early twentieth century. The central criminal court for the City of London was the Old Bailey. By focusing on the criminal trial records from the Old Bailey, this course will permit students to observe various modes of prosecution in action. Lectures, written work and on-line discussion seminars will examine the rise of criminal justice professions, courtroom and trial processes, the operation of British common law, jurisprudence, the social control of gender, sexuality, ethnicity and social class, and the historical construction of the perpetrators and victims of violent crime, fraud, dueling, theft, sex crime, street disorder and juvenile delinquency.

Additional Support

For questions about seminar participation, coursework and exams please contact your discussion group leader. Find your Discussion Group in "Groups" on Courselink.

Learning Resources

The Online text we will use is "The Proceedings of the Old Bailey" <https://www.oldbaileyonline.org/>.

You will find links to the assigned weekly readings in "Content" on Courselink.

There are no textbooks or other resources that you need to purchase for this course.

Campus Resources

If you are concerned about any aspect of your academic program: Make an appointment with a Program Counsellor (<https://www.uoguelph.ca/uaic/programcounsellors/>) in your degree program. If you are struggling to succeed academically there are numerous academic resources offered by the Learning Commons (<https://www.lib.uoguelph.ca/using-library/spaces/learning-commons/>) including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills.

Library Course Reserve (Ares)

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit How to Get Course Reserve Materials (<https://www.lib.uoguelph.ca/find/course-reserves-ares/>). If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at: Tel: 519-824-4120 ext. 53621 | Email: libres2@uoguelph.ca | Location: McLaughlin Library, First Floor, University of Guelph

Course Learning Outcomes

This course will survey the social, political and intellectual influences upon the leisure activities of Europeans and Americans, with a special focus on the City of London, England in the period with special reference to institutions such as the prison, the "Lunatic" asylum, the Magdalene asylum, and juvenile reformatory and the regulation of popular culture and leisure activities. Witchcraft and the witch-hunt will be discussed.

By the end of this course, you should be able to:

1. Identify the social, cultural, political, and economic forces which shaped the 18th and 19th century criminal justice system.
2. Differentiate between types of crime and criminals to arrive at a fuller understanding of the scope of criminal activity and responses to criminality prior to the 20th century.
3. Make the links between 18th and 19th century developments and the structure and aims of the modern criminal justice system.
4. Develop case studies which combine historical analysis with the methods and approaches of other disciplines, including criminal studies and sociology.
5. Analyse and assess a variety of mediums, from online databases through to academic text, documentary film, and imagery; and
6. Utilise existing knowledge and technical literacy to appreciate the sources and tools available to historians.

Lab / Seminar Schedule

The format for this class is weekly lectures on Tuesday, eleven online Thursday seminars in lieu of in-class lectures [you must participate in 10 of the 11 seminars], two in-class case study format exams [you may bring in one sheet of notes] and one "Old Bailey" case study project. Copies of required readings can be found on Courselink. In addition, lectures will be enhanced by power point slides, handouts, and videos that will ONLY be available at the time of the lecture. Students must make their own arrangement for lectures to be recorded due to illness or scheduling conflicts.

Weekly Courselink Discussion Seminars

Each Courselink discussion seminar has two components.

Component Number One: post a short paragraph response to the "question of the week" before you enter the Discussion.

Component Number Two: the Thursday discussions begin at 5:30. You may not post your response until 5:30. You will participate in an interactive small group discussion on Courselink (5:30–6:45). You must contribute and respond in an informed and conversational format with a minimum of two meaningful posts each week. The professor will post the "question of the week" every Sunday by 6pm. Be prepared. Post early and post often!

The online seminars will be moderated by teaching assistants and the professor. On-Line Courselink Seminars: Thursdays (5:30 PM – 6:45 PM) You are expected to participate in 10 of 11 seminars.

Teaching and Learning Activities

This course examines the social and cultural influences on punishment and criminality in the eighteenth and nineteenth centuries. As society transitioned towards modernity, "deviance" was increasingly defined through narrowing parameters. This progression had particular significance for how crime, criminals, punishment, and the justice system were perceived. This course explores the forces that shaped criminality in the early modern world (1500-1700) and how the drive for order and social control altered the nature of punishment through the eighteenth century and into the Victorian era (1830-1901). Topics examined in this course include: the spectacle of execution, punishment in prisons, transportation to penal colonies, and the eighteenth and nineteenth-century perspectives on crimes such as child abuse, gender and sexuality, theft, sexual assault, grave-robbing, and murder. Some of these topics and disturbing and contain violent imagery. *Please take care of yourselves.*

The assigned readings for each week have been designed to give you an overview of the subject, pointing out key details for you to consider. In order to do well on exams it is essential that you do the readings, they also contain information to help you with the Courselink Discussions. In some weeks,

these readings are primary sources (such as newspaper articles), but the majority are secondary readings, created by historians to explain specific events, individuals, or processes. These readings are not difficult, or overly dense, but they are written in formal academic language and may require more than one reading to grasp the full meaning of the author's argument.

Weekly Activities

Vitruval Introductory Lecture September 4 Log on to Courselink at 5:30pm.

Week One: Lecture Tuesday September 9

Topic: The Confession! Courts and Ritual and Witch-hunting...

Readings:

Robert B. Shoemaker, 'The Old Bailey Proceedings and the Representation of Crime and Criminal Justice in Eighteenth-Century London', *Journal of British Studies* 47.3 (2008), 559-580.

J.M Beattie, 'Scales of Justice: Defense Counsel and the English Criminal Trial in the Eighteenth and Nineteenth Centuries', *Law and History Review* 9.2 (1991), 221-267.

Louise Jackson, 'Witches, Wives and Mothers: Witchcraft Persecutions and Women's Confessions in Seventeenth-Century England' 'The witch's familiar and the fairy in early modern England and Scotland', *Folklore*, 111 (2000).

Discussion Thursday September 11

Week 2: Lecture Tuesday September 16

Topic: Judicial Torture and the Carnavalesque

Martin Ingram, "Ridings, Rough Music and the Reform of Popular Culture"

J.A. Sharpe, "'Last Dying Speeches': Religion, Ideology, and Public Execution in Seventeenth-Century England", *Past and Present* 107.1 (1985), 144-167.

Simon Devereaux, 'Recasting the Theatre of Execution: The Abolition of the Tyburn Ritual', *Past and Present* 202.1 (2009), 127-174.

Discussion Thursday September 18

Week 3: Lecture Tuesday September 23

Topic: Honour and Punishment: Domesticity and Masculinity

Readings:

Devereaux, Simon. "The Abolition of the Burning of Women in England Reconsidered. *Crime, History and Societies*," 9 (2005).

Donna Andrew: "The Code of Honour and its Critics"

Mary Clayton, 'Changes in Old Bailey Trials for the Murder of Newborn Babies, 1674-1803', *Continuity and Change* 24.2 (2009), 337-359.

Discussion Thursday September 25

Week 4: No Lecture. Case Study Exam Tuesday September 26

Case Study One In class Exam Tuesday September 26

Discussion Thursday October 2

Week 5: Lecture Tuesday October 7

Topic: Incarceration

Randall McGowen, 'A Powerful Sympathy: Terror, the Prison, and Humanitarian Reform in Early Nineteenth-Century Britain', *Journal of British Studies* 25.3 (1986), 312-334.

Stephen Landsman, 100 Years Rectitude: Medical Evidence at the Old Bailey

Bree Booth, The Performance of Insanity in the Old Bailey, 1674-1800, <https://chariotjournal.wordpress.com/2021/06/28/the-performance-of-insanity-in-the-old-bailey-1674-1800/>

Discussion Thursday October 9

Week 6: October Break

No Lecture Tuesday October 14

Discussion Thursday October 16

Week 7 Lecture Tuesday October 21

Topic: The Magdalenes: Madness and Medicalization

Shore, H. 'The Reckoning': disorderly women, informing constables and the Westminster justices, 1727–33. *Social History*, 34:4 (2009).

Sarah Toulan, "'Is He a Licentious Lewd Sort of Person?': Constructing the Child Rapist in Early Modern England", *Journal of the History of Sexuality* 23.1 (2014), 21-52.

Discussion Thursday October 23

Week 8 No Lecture. Case Study Exam Tuesday October 28

In-class Case Study Exam Tuesday October 28

Discussion Thursday October 30

Week 9 Lecture Tuesday November 4

Topic: Young Criminals: Juvenile Delinquents & Youth Gangs Required

Readings:

Mahood and Littlewood, 'The "Vicious Girl" and the "Street Corner Boy."

Heather Shore, *Artful Dodgers: Youth and Crime in Early Nineteenth-Century London* (Woodbridge: The Boydell Press, 1999), 55-74.

Discussion Thursday November 6

Week 10 Lecture Tuesday November 11

Topic: Grave Robbers, Corpses, & Anatomists: The Trial of Burke & Hare

Required Readings:

Lisa Rosner, *The Anatomy Murders: Being the True and Spectacular History of Edinburgh's Notorious Burke and Hare and of the Man of Science Who Abetted them in the Commission of Their Most Heinous Crimes* (Philadelphia: University of Pennsylvania Press, 2010), 25-52.

'High Court of Justiciary, Wednesday, Dec 24, 1828', *Caledonian Mercury* (Edinburgh, Scotland), Thursday, December 25, 1828; Issue 16745.

'The Edinburgh Murders', *The Standard* (London, England), Tuesday, January 27, 1829; Issue 530.

Discussion Thursday November 13

Week 11: Tuesday Lecture November 18

Topic: Sensational Crime in the Victorian Era: The Crimes of Jack the Ripper Required

Readings:

Judith R. Walkowitz, 'Jack the Ripper and the Myth of Male Violence', *Feminist Studies* 8.3 (1982), 542-574.

'The East-End Atrocities', *Reynolds' Newspaper* (London, England), Sunday, October 7, 1888; Issue 1991

'Another case of murder and mutilation...', *The Times* (London, England), Wednesday Sep 11, 1889; p.9; Issue 32801.

Discussion Thursday November 20

Week 12: Lecture Tuesday November 25

Topic: Votes for Women: Political Prisoners and the Body Readings:

Elizabeth A. Williams, Gags, funnels and tubes: forced feeding of the insane and of suffragettes *Endeavour" 2008, Vol.32 No.4 Women's Studies International Forum, Vol. 18, No. 2, pp 91-101, 1995

June Purvis, "DEEDS, NOT WORDS" The Daily Lives of Militant Suffragettes in Edwardian Britain

Discussion Thursday November 27

Case Study Three Due November 28 midnight [Submit to Drop Box]

Assessment Breakdown

| Description | Weighting (%) | Due Date |
|---------------------------|---------------|---|
| Case Study # 1 Old Bailey | 25% | September 30 [written in CRSC*116] |
| Case Study # 2 | 25% | October 28 [written in CRSC*116] |
| Case Study # 3 | 20% | November 28 [Submit to Drop box] |
| Discussion Seminars | 30% | You are expected to participate in 10 of 11 seminars. |

Grading Schemes

Case study #1 (25%)

Tuesday, September 30, 5:30 PM - 6:50 PM, in person, in lecture theatre

The Case Study Mid-Term enables you to conduct your own document analysis and historical research from assigned course readings and the Old Bailey website. You will practice using primary sources, how to analyze these sources within the historical context in which the crimes occurred, and how to apply the knowledge you've acquired from research and lectures to a specific set of trials. This case study will be written in class. Study questions handed out on September 23. You will be permitted to bring in one standard [8.5X11] sheet of research notes.

Case study #2 (25%)

Tuesday, October 28 19, 5:30 PM - 6:50 PM, in person, in lecture theatre

The Case Study Mid-Term enables you to conduct your own document analysis and historical research from assigned course readings and the Old Bailey website. You will practice using primary sources, how to analyze these sources within the historical context in which the crimes occurred, and how to apply the knowledge you've acquired from research and lectures to a specific set of trials. This case study will be written in class. Study question handed out on October 21. You will be permitted to bring in one standard [8.5X11] sheet of research notes.

Case study #3 The Old Bailey: Diorama of Crime and Punishment Scene (20%)

Friday November 28, 11:59 PM. Submit to Courselink DropBox.

As the central criminal court for the City of London, the Old Bailey was where all trials took place for serious crimes. This included all trials for felony (crimes which were, or had been at one time, punishable by death), and some of the most serious misdemeanors. Read over the types of crimes <https://www.oldbaileyonline.org/static/Crimes.jsp> before 1830 and research the matching forms of punishment <https://www.oldbaileyonline.org/static/Punishment.jsp> before 1830. Now select a trial with a guilty verdict before 1830 that interests you. As you will see, judges and juries could choose from a wide range of punishment sentences. Many defendants were given multiple punishments.

Instructions:

Make a Diorama

Dioramas are miniature models that facilitate learning through objects, interaction, conceptualized in space. They can be visualizations of our lived or imagined experience, documentary realia (miniatures are still used to re-create crime scenes). A diorama is a scaled replica of a scene, typically a three-dimensional model. Your diorama of one Old Bailey trial must include two scenes, a visual representation of the crime "scene" itself and a research-based matching punishment "scene". To begin, choose a guilty verdict trial (and research the punishment on the OB website) administered at the Old Bailey between 1790 and 1830 [you May not use alternative dates].

Use any materials (creativity is the key!) to create a diorama or 3D version of what the crime and punishment would have looked like. After you complete your diorama make a 4-minute [max] video with a phone and post it in the Courselink Dropbox. Talking or background music are optional but highly ADVISED! Microsoft Stream, permission box, "Allow" viewing. You get marks for creativity!

Now: Write a one-pager

Write a one-page accompanying narrative description of the trial/crime and punishment scenes represented in your diorama. Your research and knowledge will be assessed by references to the 8-10 items you put in the diorama, because they were either mentioned in the trial or are part of the punishment. A narrative/descriptive paragraph format is better than a list. Example of crime scene items (Jack the Ripper: 1. dark street, 2. lamppost, 3. dark alley, 4. mutilated corpse, 5. blood-spatter, 6. victims, 7. witnesses (police, doctor, neighbours...etc.) and 8. court officials.) A punishment scene might include a scaffold or hangman, etc. In addition to the diorama's creative visual aspect, your one-pager must also display evidence of your thorough research from these pages <https://www.oldbaileyonline.org/static/Crimes.jsp> and <https://www.oldbaileyonline.org/static/Punishment.jsp>. (<https://www.oldbaileyonline.org/static/Crimes.jsp> and <https://www.oldbaileyonline.org/static/Punishment.jsp.html>)

You must include minimum 4 direct references to Old Bailey types of crimes and punishments. Chicago Format endnotes. No intext citations.

Materials:

The items you'll need to construct an effective diorama depend on the theme, you may want a 3-sided container [shoebox], pizza box, construction paper, cardboard, glue, scissors, paint and a paintbrush, markers, felt, and fabric scraps. You may also want to incorporate pre-made miniatures, like your old Lego figures or furniture, found natural objects like stones, twigs, grasses. You can also reduce and print or even 3D print various elements of your diorama.

Evaluation:

Your diorama will be evaluated based on the artistic representation and attention to detail [8-10 items and definitions]. The 1-page scholarly written portion will be evaluated based on your description of the crime and punishment, understanding of the laws broken, and grammar. Do not exceed one page [10 pt font, 1.5 spaced paragraph]. Outside research is not required and will not be graded.

*Reminder of how to cite a trial: Elizabeth Canning (t17540424-60) and how to cite Old Bailey website Clive Emsley, Tim Hitchcock and Robert Shoemaker, "Gender in the Proceedings", Old Bailey Proceedings Online (www.oldbaileyonline.org, version 6.0, 12 April 2023).

Last Day to Drop Course

The final day to drop Fall 2025 courses without academic penalty is the last day of classes: November 28

After this date, a mark will be recorded, whether course work is completed or not (a zero is assigned for missed tests/assignments). This mark will show on the student's transcript and will be calculated into their average.

Course Grading Policies

Submission of Assignments

All course material must be submitted by November 29 [the last day of class].

Late Assignment Penalties

5% per day

Generative AI

The use of Generative AI software is not permitted in this course for research assignments, and may be considered Academic Misconduct.

Standard Statements for Undergraduate Courses

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academicmisconduct/>) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the SAS website. (<https://www.uoguelph.ca/sas/>)

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for Academic Accommodations of Religious Obligations (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/academic-accommodation-religious-obligations/>).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the Undergraduate Calendar - Dropping Courses (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulations-procedures/dropping-courses/>).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the Vaccarino Centre for Student Wellness (<https://wellness.uoguelph.ca/>). If you are concerned about your mental health and not sure where to start, connect with a Student Wellness Navigator (<https://wellness.uoguelph.ca/navigators/>) who can help develop a plan to manage and support your mental health or check out our mental wellbeing resources (<https://wellness.uoguelph.ca/shine-this-year/>). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars (<http://www.uoguelph.ca/registrar/calendars/?index>) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration. (<https://calendar.uoguelph.ca/undergraduate-calendar/undergraduate-degree-regulationsprocedures/academic-consideration-appeals-petitions/>)