



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo
Department of History
HIST 422-001
True Crimes: Premodern and Modern
Winter 2019
Thursdays 12:30-2:20, SJ1 3020

Instructor Information

Instructor: Jolanta N. Komornicka
Office: Sweeney Hall 2016
Office Phone: 519-884-8111 x28255
Office Hours: M 8:30-10, 12:30-2
Email: jolanta.komornicka@uwaterloo.ca

I am available outside of office hours by appointment

Course Description

Crime may be a constant in society, but what it means has not been. In this course, we will examine how society understood the nature of crime, authority, the law, justice, and itself through an examination of how crimes become entertainment. Although "true crime" as a literary genre has its origins in the Elizabethan period, during the Middle Ages such stories of famous criminals were circulated orally first, then in written ballads. As we explore these various true crime narratives from the thirteenth century to the present day, we will ask what topics most interested the authors and audiences and what those choices reveal about the contemporary societies. Doing so will enable us not only to better understand cultures of the past, but modern renditions of crime stories, be they in the news or on the silver screen.

Course Goals and Learning Outcomes

- Develop historical thinking
- Evaluate the contemporary influences that privileged one idea over another
- Communicate clearly and analytically both in speech and in writing

Upon completion of this course, students should be able to:

- A. Develop historical thinking
 - Be able to read a primary document and identify not only who wrote it and when, but who its intended audience was, why it was written, the historical information it imparts to us, and its relationship to other primary documents.

- Be able to read a piece of scholarly literature and identify not only who wrote it and when, but the thesis, the course of the argument, its use of evidence, its significance to the topic, and its relationship to other scholarly texts.
- B. Evaluate the contemporary influences that privileged one idea over another
- Be able to identify the dominant themes in a primary text
 - Be able to trace those themes to events or ideas in the contemporary society
- C. Communicate clearly and analytically in writing
- Write with correct grammar and spelling while developing a thought from its premise to its conclusion.
 - Use primary and secondary source materials to come to conclusions, as well as support argumentation.
- D. Communicate clearly and analytically in speech
- Participate in class discussion in a manner that hears what others have said and contributes your own understanding to the topic.
 - Reference readings and lectures in discussion to undergird your point, show mastery of the course material, and go beyond a repetition of what's found in the printed text.
- E. *Write your own course goal in the space below as well as how you will measure your progress.*

Required Texts

Trevor Dean, Crime in Medieval Europe, 1200-1550

Garthine Walker, Crime, Gender, and Social Order in Early Modern England

Judith Flanders, The Invention of Murder: How the Victorians Revelled in Death and Detection and Created Modern Crime

Additional Readings will be available on Electronic Course Reserves (accessed via Learn), on Learn, or as handouts.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting*
Participation	Weekly	15%
Independent Research 1	January 24	7%
Independent Research 2	February 14	10%
Independent Research 3	March 14	15%
Independent Research 4	April 4	20%
Research Paper	April 15	33%
Total		100%

Participation

I expect you to be on time and ready to go when class begins. This means having done the readings in advance, prepared for a lively and engaging discussion, and brought the primary texts with you to class. Weekly, you will be expected to contribute to the class's and your own understanding of the topic. You will be called upon to help lead the discussion on specific days assigned in advance (see below). If you have concerns about your ability to participate in a seminar discussion, see me by the second week of class so we can discuss strategies to ensure your success.

Independent Research 1-4

For each of the four case-studies in this course, you will identify a research question and conduct independent research. The research questions should be geared toward helping you and the class better understand the role of crime in society. Your questions may fall in to one of the following themes, or be something else you think important: Maintenance of law and order; How crimes in the primary source text were understood in society; What/Who is a criminal. Before beginning your research, you will share your research question the week before in class in order to get feedback. You will then present your findings to the class and these mini-presentations will provide the basis for that day's seminar discussion. You will make and distribute a handout for the class to accompany your research report; the handout must include a list of references. For full details, see the guidelines on Learn.

Research Paper

You will write a 25-page research paper, tracing how either a kind of crime or a particular true crime story has changed over time. See the guidelines on Learn.

Please note that there's an * beside Weighting up top. That means that you have 15% you can redistribute. This is optional, but it gives you the opportunity to think about who you are as a learner and where your strengths lie. There are some conditions that come with this:

- 1) Participation cannot be more than 15%.
- 2) No assignment can be less than 5%.
- 3) No assignment can be more than 35%.

On the quiz on Learn, indicate what you've decided. You must complete the quiz by January 20th.

Course Outline / Class Schedule

Bring the primary sources with you to class.

At the end of the semester, we will be discussing the second season of the podcast Missing & Murdered: Finding Cleo. There are 10 episodes to listen to. So that you're not trying to listen to them all at once (unless you, as I do, enjoy binge listening), you may want to start listening early in order to pace yourself.

Readings are to be completed before the beginning of class each week.

The course has been designed to operate as a series of case studies, each one focused on a different historical period. Each case study has 3 components, week by week: an introduction to and discussion of crime in the period we're examining; reading and analyzing the true crime narratives; discussion based on student research meant to deepen our understanding of the function of true crime in the period and its connection to what we've seen before. You may find it helpful to begin reading the true crime narrative assigned for weeks 2, 5, 9, and 12 in advance as part of your preparation for the discussion for weeks 1, 4, 8, and 11.

Week	Date	Topic	Readings Due
1	Jan 10	Introduction to the Course and to the Medieval	Dean, chapters 1, 2, 5-7
2	Jan 17	Fulk Fitzwarin	Keen, "Outlaw in History" and "Romance of Fulk le Fitzwaryn" -- LEARN "Fouke le Fitz Waryn" on TEAMS – Course Reserve
3	Jan 24	Research Presentations	Independent Research 1 Due
4	Jan 31	Introduction to the Early Modern	Walker, Chapters 3, 4, 6, and conclusion Wiltenburg, "True Crime" – Course Reserve
5	Feb 7	Women and Murder in Broadside Ballads	"Anne Wallen's Lamentation" – LEARN (read the transcription, look at facsimile, listen to the recording) "The Unnatural Wife" – LEARN (read the transcription, look at facsimile) "A Warning for Wives" – LEARN (read the transcription, look at the facsimile) Chess, "And I my Vowe did keepe" – Course Reserve
6	Feb 14	Research Presentations	Independent Research 2 Due
7	Feb 21	NO CLASS	

Week	Date	Topic	Readings Due
8	Feb 28	Introduction to the Victorian Era	Flanders, chapters 1-4, 7-9
9	Mar 7	Jack the Ripper	Newspaper Archive Packet – Provided Wood, “A Useful Savagery” – LEARN
10	Mar 14	Research Presentations	Independent Research 3 Due
11	Mar 21	Introduction to the modern criminal world	Haugtvedt, “The Ethics of Serialized True Crime” – Course Reserve Yardley, Kelly, and Robinson-Edwards, “Forever trapped in the imaginary of late capitalism?” – LEARN
12	Mar 28	Missing & Murdered: Finding Cleo	Listen to all of Finding Cleo Listen to Canadaland podcast, episode 255, “The Making of Finding Cleo and Thunder Bay” Bruzzi, “Making a Genre” – LEARN
13	Apr 4	Research Presentations	Independent Research 4 Due

Late Work

Late work will be accepted, but subject to a penalty of 5% per 24 hour period. Please do not ask for an extension on the basis of having other courses/exams. This is true for everyone and is not sufficient reason for not completing the assigned work by the due date. Plan your time accordingly.

Attendance Policy

Students are expected to be in class for every meeting, on time and ready to go. However, life happens. Each student has one excused absence: you do not need to tell me in advance why you can't make it to class, or provide justification afterwards – we all know that sometimes stuff happens. Any further absences, however, will be counted against your participation. If you are absent on a Research Presentation day, you must still submit your handout and documentation to me. Please email me your material at least 30 minutes before the start of class.

Important Information

Academic Integrity: To maintain a culture of academic integrity, members of the University of Waterloo and its Affiliated and Federated Institutions of Waterloo (AFIW) are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.](#)

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their actions. A student who is unsure whether an

action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome’s University Policy on Student Discipline](#). For information on categories of offenses and types of penalties, students should refer to [University of Waterloo Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the [St. Jerome’s University Policy on Student Petitions and Grievances](#).

Appeals: A decision made or penalty imposed under the St. Jerome’s University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome’s University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome’s University Policy on Student Appeals](#).

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Services:

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from the Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Extended Assessment Unit Phone: 519-749-4300 x6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): Support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Phone: 519-884-0000 x222

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments,

synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

What to Expect of Me

In Class

You can expect me to be prepared and on-time for class each week. Should something arise that requires a change in the reading schedule, what we'll be doing for a particular day, or if class needs to be cancelled, I will inform you via email as soon as possible and will post a note on LEARN.

You can expect me to be respectful of everyone's class contributions during discussion, even when I politely disagree with an interpretation.

You can expect me to manage the class by balancing lecture, explanations, and discussion in a way that results in the least number of glazed eyes and the most participation.

In the Office

You can expect me to be in my office during my posted office hours. Should a conflict arise, you will be notified via a note on LEARN as soon as possible.

Even if my door is closed, knock. If I am there and not busy with another student, I will open it to you. I prefer quiet to work, so often close my door – it is not a sign that I do not want visitors!

You can expect me to help you with whatever difficulties you're having in class, as well as shoot the breeze and talk about university life.

Communication

You can expect that the best means of reaching me outside of in-person contact is via email. I answer my emails within 24 hours during the week and within 36 hours on weekends.

You can expect my emails to be polite and to the point, using correct salutation and valediction, grammar, spelling, and punctuation. You can also expect a nudge from me to do the same if your emails do not adhere to standard email etiquette.

You can expect assignments to be marked and returned within two weeks.

Plundering history to deliver modern indictments serves no rational or benign purpose. To observe the past through the lens of the present invites delusion; so too does ignoring the existence of that lens. However, the burden of understanding lies on us to appreciate the world of the past, not on the past to provide ours with facile precedents or good stories...

Tyerman, *The Crusades*, 10.

How to take this course	Star-Gazer	Astronomer	Astronaut
<p>Like all history courses, it's about how deep you go. Students take history for lots of reasons, sometimes because the topic appeals (as we will soon see, crime always sells), sometimes because they need to fulfill a requirement.</p>	<p>You need to fulfill a requirement. You want the basic info, main ideas, surface-level knowledge.</p>	<p>You know the basic outlines of medieval, early modern, and/or modern social history and are ready to see the pockmarks on the moon.</p>	<p>You want to actually walk on the moon, go deeper into the past, using the tools of history to think critically and analytically.</p>
<p>You can do well in this course without either liking history or coming away transformed in your understanding of past societies. However, it would be unfortunate if that were the case.</p>	<p>There's nothing wrong with this. This approach will work for you if you're unlikely to take another history course and have little interest in the periods studied.</p>	<p>Maybe you've studied some of this history before, or you're thinking of being a history major. You already know that history is a conversation, and sometimes an argument.</p>	<p>You don't need to be told that history is full of controversy and that historical knowledge is constructed and remade every generation, or that current events can color the past. You actively seek alternate sources, voices, and interpretations.</p>
<p>You can picture this course as having three levels.* Imagine standing on a hilltop in the middle of the night; this course is the universe. Come with me and go as deep as you dare....</p>	<p>Star-Gazers tend to assume that what the professor says in class and what's in the readings are without contradiction or difference in interpretation. Star-Gazers are mainly concerned with WHAT happened in the past.</p>	<p>Astronomers catch when authors disagree with each other; they respectfully challenge assumptions and arguments through lively debate. Astronomers are interested in HOW and WHY things in the past occurred the way they did.</p>	<p>Astronauts don't assume that the structure or content of the course is inevitable or obvious. They seek out and fill in the gaps in the course content. They are curious, passionate, adventurous, and ask WHY HISTORY MATTERS.</p>

*There is a fourth level, and that is the Astrologer. Astrologers think they are engaging with the history, but they are really seeking to reaffirm preconceived ideas. They insist that Pluto is really a planet, because it's comfortable and familiar and they prefer a solar system with nine planets (or, they insist that everyone in the Middle Ages believed the earth was flat, because that's what their social studies teacher taught them in elementary school). They are not interested in the past, but in a historical fiction that often forgets it's fiction and frequently ignores history.

Student-to-Student

Introduce yourself to the two people beside you. Exchange information. If you have to miss class, you now have a ready resource for getting notes.

Student 1: Name _____

Phone _____ Email _____

Student 2: Name _____

Phone _____ Email _____

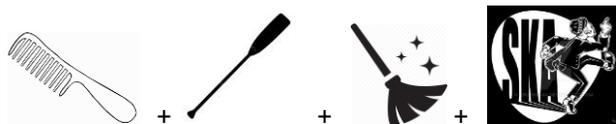
How do I pronounce your name?

As someone with a foreign name, I am sensitive to how frustrating it can be when someone gets your name wrong. Please don't hesitate to correct me until I get it right.

For my first name: In Polish, Js are pronounced as Ys. Hence Jola is pronounced like Yola.

As for my last name, which is a little trickier, here's a handy Rebus puzzle to help you out:

Komornicka =



(comb) + (oar) + (neat) + (ska)