

## HIST 520.NO1: Topics in European History Social History of Murder

CRN 20363 | 3 hours | Summer 2021 (Summer I): 5/17/21 - 6/18/21 | Online

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**Online Meeting:**

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**Office Number: LA 3037**

**Online Office Hours: M & Th 10 am – 1 pm**

**& by appointment All times central time**

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***IMPORTANT NOTICE ABOUT COURSE CONTENT:** Be advised that assigned readings in this course can contain descriptions and images that some may find disturbing. If you have concerns, please contact Dr. Hunt.*

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### Course Description

Murder is a social act, defined and evaluated by society's norms and standards. Sometimes it shapes those standards, questioning them or reinforcing public beliefs in them. Murder and public understanding of it are thus socially constructed, meaning that they change over time. This course examines the ways in which murder cases inspired discussion about gender roles, mental illness, race and ethnicity and social class as they relate to specific cases and trials in Europe and the United Kingdom during the 19<sup>th</sup> century.

**Prerequisites: 2.5 GPA and Bachelor's degree**

### Course Structure

This course runs through Blackboard. Students will participate in online discussions (text-based through Blackboard or asynchronous audio/visual through Voice Thread) to analyze the assigned readings. The primary text is *A Prescription for Murder*, which explores the social and cultural conditions and ideologies that made it possible for a series of murders to pass unnoticed initially. Articles and book chapters that provide additional insight into aspects of murder and its social/cultural context. The final paper (20 – 25 pages) will be a study of the scholarly literature written on a topic or event related to historical murders. Students will complete two preliminary drafts of the paper and will meet individually with Dr. Hunt to discuss those drafts. No synchronous meetings are required; however, Dr. Hunt will host a weekly Zoom meeting so that anyone who wants to discuss the readings and the upcoming discussion assignment can attend. These will be recorded and posted to Blackboard by the following morning. Recorded lectures and videos will also be assigned. The assignments are scaffolded, building towards a paper that reviews the literature on a particular aspect of murder and its social/cultural context with full scholarly apparatus.

### Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Demonstrate graduate level research techniques to identify key resources
2. Synthesize and analyze scholarly sources to create a valid, complex historical interpretation.
3. Place events into the context of their own time through a nuanced analysis of social/cultural trends.
4. Use appropriate methodology and professional languages when speaking and writing.

### Program Learning Outcomes

Students will demonstrate:

- Advanced research skills by locating extensive and appropriate quality sources
- Sophisticated historical analysis using historical theory and methodology

- Critical thinking and analytical and interpretive skills by expressing complex and detailed historical insights
- Cultural, data and technology literacy appropriate for the graduate level
- Writing and speaking ability about history at a professional level

## Course Requirements

### Textbooks and/or Course Materials

Students will read one book in its entirety which is available through USI's Rice Library:

McLaren, Angus. *A Prescription for Murder: The Victorian Serial Killings of Dr. Thomas Neill Cream*. Chicago: University of Chicago Press, 1995. ISBN: 9780226560687. (Estimated new book price: \$25.00)

The other articles and book chapters below will be available through the Rice Library databases.

#### Murder in the Public Eye

Basson, Steve. "'Oh Comrade, What Times Those Were!' History, Capital Punishment and the Urban Square." *Urban Studies* 43, no. 7 (June 2006): 1147–58.

Casey, Christopher A. "Common Misperceptions: The Press and Victorian Views of Crime." *The Journal of Interdisciplinary History* 41, no. 3 (2011): 367-91.

Crone, Rosalind. "The 'Blood-Stained Stage' Revisited." In *Violent Victorians: Popular Entertainment in Nineteenth-Century London*, 124-159. Manchester and New York: Manchester University Press, 2012.

----- "Selling Sweeney Todd to the Masses." In *Violent Victorians: Popular Entertainment in Nineteenth-Century London*, 160-208. Manchester and New York: Manchester University Press, 2012.

----- "The Rise of Modern Crime Reporting." In *Violent Victorians: Popular Entertainment in Nineteenth-Century London*, 209-256. Manchester and New York: Manchester University Press, 2012.

Fisher, Beth. "Reporting on the Ripper." *History Today* 68, no. 9 (September 2018): 8–11.

Gekoski, Anna, Jacqueline M. Gray, and Joanna R. Adler. "What makes a Homicide Newsworthy? UK National Tabloid Newspaper Journalists Tell All." *The British Journal of Criminology* 52, no. 6 (2012): 1212-1232.

Tulloch, John. "The Privatising of Pain." *Journalism Studies* 7, no. 3 (June 2006): 437–51.

#### Murder and Defining Gender Norms

Downing, Lisa. "Murder in the Feminine: Marie Lafarge and the Sexualization of the Nineteenth-Century Criminal Woman." *Journal of the History of Sexuality* 18, no. 1 (January 2009): 121–37.

Frost, Ginger. "'She Is but a Woman': Kitty Byron and the English Edwardian Criminal Justice System." *Gender & History* 16, no. 3 (November 2004): 538–60.

Grey, Daniel. 2013. "'What Woman Is Safe...?': Coerced Medical Examinations, Suspected Infanticide, and the Response of the Women's Movement in Britain, 1871–1881." *Women's History Review* 22 (3): 403–21.

Higgins, Kerry. "'Oh Mothers, Did You Ever Hear, of Such Barbarity': Infanticide and the Influence of Print Culture in Nineteenth-Century England." *Women's History* 2, no. 1 (Spring 2015): 14–19.

Kesselring, K.J. "No Greater Provocation? Adultery and the Mitigation of Murder in English Law." *Law and History Review* 34, no. 1 (2016): 199-225.

Seymour, Mark. "Contesting Masculinity in Post-Unification Italy: The Murder of Captain Giovanni Fadda." *Gender & History* 25, no. 2 (August 2013): 252–69.

Wiener, Martin J. "The Sad Story of George Hall: Adultery, Murder and the Politics of Mercy in Mid-Victorian England." *Social History* 24, no. 2 (May 1999): 174-195.

#### Murder and Defining "Normal" and "Abnormal" Psychology

Haltunen, Karen. "The Murder as Mental Alien." In *Murder Most Foul: The Killer and the American Gothic Imagination*, 208-240. Cambridge, MA: Harvard University Press, 2000.

Jones, David W. "Moral Insanity and Psychological Disorder: The Hybrid Roots of Psychiatry." *History of Psychiatry* 28, no. 3 (September 2017): 263–79.

Parhi, Katariina. "YOUNG MAN M: Political Violence, Moral Insanity, and Criminal Law in Finnish Psychiatry in the 1870s and 1880s." *Scandinavian Journal of History* 43, no. 3 (July 2018): 348–64.

Plater, Michael. "Educated Men and Wild Beasts: Jack the Ripper, Medical Science, and Degeneration in Late-Victorian Culture and Society." *Melbourne Historical Journal* 45, no. 1 (January 2017): 19–36.

Rychner, Georgina. "Temporary Fits, Animal Passions: Insanity in Victorian Capital Trials, 1890-1935." *Health & History: Journal of the Australian & New Zealand Society for the History of Medicine* 20, no. 1 (May 2018): 28–51.

Shepherd, Jade. "'I Am Not Very Well I Feel Nearly Mad When I Think of You': Male Jealousy, Murder and Broadmoor in Late-Victorian Britain." *Social History of Medicine* 30, no. 2 (May 2017): 277–98.

**Murder and the Political Nation: Liberators, Oppressors, Citizens and "Others"**

Conley, Carolyn A. "Wars among Savages: Homicide and Ethnicity in the Victorian United Kingdom." *Journal of British Studies* 44, no. 4 (October 2005): 775–95.

Goode, Joshua. "Corrupting a Good Mix: Race and Crime in Late Nineteenth- and Early Twentieth-Century Spain." *European History Quarterly* 35, no. 2 (April 2005): 241–65.

Green, James. "The Globalization of a Memory: The Enduring Remembrance of the Haymarket Martyrs around the World." *Labor: Studies in Working Class History of the Americas* 2, no. 4 (Winter 2005): 11–23.

Kassel, Whitney. "Terrorism and the International Anarchist Movement of the Late Nineteenth and Early Twentieth Centuries." *Studies in Conflict & Terrorism* 32, no. 3 (March 2009): 237–52.

Knepper, Paul. "The Other Invisible Hand: Jews and Anarchists in London before the First World War." *Jewish History* 22, no. 3 (September 2008): 295–315.

Miller-Melamed, Paul. "'Warn the Duke': The Sarajevo Assassination in History, Memory, and Myth." *Historical Reflections* 45, no. 1 (2019): 93-112.

Rowley, Alison. "Dark Tourism and the Death of Russian Emperor Alexander II, 1881-1891." *Historian* 79, no. 2 (Summer 2017): 229–55.

Taithe, Bertrand. "Slow Revolutionary Deaths: Murder, Silence and Memory in the Early Third Republic." *French History* 17, no. 3 (September 2003): 280–306.

**Assessments**

- **Course discussions (40% of total grade)** Students will participate in asynchronous discussions to demonstrate their ability to interpret sources by identifying and explaining social/cultural elements that shape/are shaped by instances of murder or attempted murder.
- **Bibliographical Wiki (20% of total grade)** Students will contribute to a bibliographical wiki to build a shared resource for the historiographical essay, including citations and abstracts for books, scholarly articles, and conference papers as well as book reviews and review essays. This assignment requires students to utilize appropriate research skills to find and share potential sources for the historiographical essay.
- **Historiographical Essay (40% of total grade).** The course assignments are divided into four units, and students will write a critical analysis of the sources assigned for that unit, plus at least three additional scholarly sources. This analysis will include identifying and explaining the perspective taken by each author to the overall topic of the unit as well as the methodology and sources each author used. The analysis will synthesize evidence or examples from these sources, identifying and explaining patterns found across them and demonstrating the ability to go beyond the obvious and demonstrate complexity of thought. Students will identify and explain a conclusion about the unit’s topic that these sources support, using professional and engaging prose.

**Grading Methods**

	<b>A</b>	<b>B+</b>	<b>B</b>	<b>C+</b>	<b>C</b>
<b>Percentage</b>	90-100%	87-89.9%	80-86.9%	77-79.9%	70-76.9%

**Note:** A grade below C is considered failing; students must maintain an overall 3.0 GPA to remain in good standing.

## Minimum Technical Skills

In addition to typing skills, you will need to know how to do the following:

- Navigate Blackboard and use the various functions such as submitting a written assignment, sending email, checking grades in My Grades, opening Word documents, PDFs, and contributing to Journals.
- Watch and submit assignments on Voice Thread presentations.
- Use the basic functions in Microsoft Word, including paragraph formatting, inserting references, spelling and grammar check.
- Use cloud storage (e.g. Google docs) to save your work.

There are instructional videos for all these technologies on Blackboard.

## Minimum Digital Information Literacy Skills

You will need to know how to do the following:

- Locate the Rice Library online databases
- Assess the credibility and reliability of sources
- Use sources appropriately:
  - Your work reflects the source's original meaning
  - Your work gives credit to the person or organization that created them
  - Your work cites sources using correct *Chicago Manual of Style* citation.

## Technical Requirements

- **A Reliable Computer:** a dedicated computer with an updated operating system, such as Windows 7 or later, or Mac OSX.
- **Internet Connection:** (e.g. DSL or Cable). A wired Internet connection is recommended for research and assignment submission.
- [Office 365](#) (USI login needed) & [Adobe Acrobat Reader](#) installed.
- **Supported Web Browser:** [Firefox](#), [Google Chrome](#), or [Safari](#).

## Communication Guidelines

- **Professional Interaction Expectations**

Everyone in this course (both students and professor) is expected to be professional in all personal interactions. If you attend Zoom office hours, please make sure that you are in a quiet place; dogs, cats and other pets are welcome so long as they don't interrupt the meeting. Be respectful of other people's time, so always be clear and concise. Be careful when sharing personal information about yourself or others, and never share confidential information publicly. Focus on facts and evidence, and ALWAYS avoid using language that could be considered a personal attack or insult. In emails, include an appropriate and meaningful subject line, write in full sentences, avoid abbreviation, "text speak" or ALL CAPS, and make sure that whatever you send has correct spelling and grammar.

- **Communications Expectations**

- Be sure to sign up for Remind so that you can receive and send text messages about the class while safeguarding your privacy. In general, if you text me between 9 am and 8 pm, you'll get a response within an hour or two (if not sooner).
- Check your USI email every day for class announcements. Send me an email for longer and more detailed questions that won't fit on Remind. While I check my email frequently every day (including weekends), it may take up to 24 hours to get a response, especially if you send the email after 3 pm. If you don't hear from me at the end of that time, send me a follow-up.
- Whenever you submit graded work, expect me to evaluate it within 7 days. I use rubrics, so make sure to check them to see where your work could show improvement. I may also leave feedback to give you advice for improvements. Be sure to check "My Grades" regularly – remember that you have only two weeks to raise questions about a score you receive!
- If I must cancel or change my office hours, I will send out a Remind notice and post a notice on Blackboard. Remember, my office hours are all online, so you can contact me using Zoom using the link in the "How to Contact Dr. Hunt" folder on Blackboard.

- **Verifying grades**

It is the student's responsibility to check the Blackboard gradebook regularly and to notify Dr. Hunt in case the student thinks there is an error with any grade. Students have **two weeks after the grades are posted to verify the accuracy of their grades**, and any questions must be raised within that time frame. After that period, the grade will stand as recorded.

## **Blackboard Course Site Overview**

The Blackboard Course site is arranged into three broad categories: Start Here, Weekly Assignments and Get Help – you'll see these categories along the left side of the Blackboard page. The course site for this class will always open to the "Home Page" where you'll find announcements, a question board and the syllabus and schedule of assignments. You'll also find course policies and information on how to contact Dr. Hunt. The assignments in the course are listed in weekly assignments, grouped into larger date categories. Finally, you'll see links for assistance of various kinds – My Grades, student support resources, and technical help.

## **Course & University Policies**

### **Late Assignment Policy**

As graduate students, your work is expected to be submitted on time. If you think that you will miss a deadline, you must contact Dr. Hunt immediately to discuss your options. If you do not contact Dr. Hunt prior to the due date and time to arrange accommodation, she has the right to refuse to accept late work except in cases of emergency, such as hospitalization of the student or a close family member. Unless the student and professor have agreed that the student will receive an "incomplete" and extra time to finish the final project, **no work will be accepted after June 18, 2021, the last day of the semester.**

## Academic Integrity

Academic integrity is the hallmark of truth and honesty in an engaged university community. Students have the right and responsibility to pursue their educational goals with academic integrity. All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity. Please view the [Academic Integrity Policies and Procedures](#). **This course has a zero-tolerance policy for academic dishonesty.** Academic dishonesty is a reprehensible and grievous offense to the learning process and educational environment of all students. For historians, personal integrity in our work is of paramount importance. Any student found guilty of dishonesty including, but not limited to, plagiarism and/or cheating on an examination will be subject to disciplinary action.

- The first instance of academic dishonesty will result in a failing grade for that assignment; it will be reported to the Dean of Students and entered into the university's Maxient system. Students will have the opportunity to complete an alternate assignment to replace the first one.
- A second instance of academic dishonesty will result in a failing grade for the class and will be reported to the Dean of Students and entered into the university's Maxient system. No exceptions.

## Class Withdrawal & Incomplete Policy

It is the student's responsibility to officially drop/withdraw from any courses before the deadline. For Summer I 2021, a student who withdraws from the course on or before Friday June 4 will have a "W" recorded on their transcripts. ***Students who withdraw after Friday June 4 will have a "W" recorded only if they are passing the course at the time of withdrawal (C or above); students who are failing at the time of withdrawal will receive an F.*** The university does not withdraw students from any classes. Please refer to the USI Academic Calendar (<https://www.usi.edu/registrar/academic-calendar>) for specific dates. For more information, please visit [Registrar's Office Schedule Changes](#)

Under special circumstances, students may petition for an incomplete grade. However, it is up to the course instructor to decide if an incomplete will be granted. Students receiving an incomplete grade will need to complete all course requirements by the agreed deadline to avoid an "F" grade.

## Policy on Sexual Misconduct

USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, you may seek help by contacting USI's Title IX Coordinator, Carrie Lynn, at 812-464-1703 or at [cnlynn@usi.edu](mailto:cnlynn@usi.edu). It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center by calling 812-464-1867. Find more information about [sexual assault prevention and response](#), including campus and community resources.

## Disability Statement

If you have a disability for which you may require academic accommodations for this class, please contact Disability Resources at 812-464-1961 or email Disability Communications at [usi1disres@usi.edu](mailto:usi1disres@usi.edu) as soon as possible. Students who are approved for accommodations by Disability Resources should request their accommodation letter be emailed to them to forward to their online instructors. Due to

the nature of online courses some accommodations approved for on campus courses may not apply. Please discuss this with Disability Resources to clarify as needed. Students who receive an accommodation letter from Disability Resources are encouraged to discuss the provisions of those accommodations with their professors before or during the first week of the semester. If you will be in an internship, field, clinical, student teaching, or other off-campus setting this semester please note that approved academic accommodations may not apply. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting. For more information, please visit the [Disability Resources](#) website.

### **Academic Continuity**

In the event of an announced campus closure or emergency, it may be necessary for the university to suspend normal operations. During this time, the university may opt to continue instruction through online or alternative modes of delivery. Each student is responsible to monitor the USI homepage at [www.USI.edu](http://www.USI.edu) and their USI email for important general information and instructions regarding classes. Please also view the guidance on [emergency procedures](#) and information.

### **Civility and Inclusion**

The university is dedicated to a culture of civility among students, faculty, and staff. The university embraces and celebrates the many differences that exist among the members of a dynamic, intellectual and inclusive community, and strives to maintain an environment that respects differences and provides a sense of belonging and inclusion for everyone. Any form of unlawful discrimination will not be tolerated. Each student has the right to be free from discrimination, including harassment, on the basis of race, sex, religion, disability, age, national origin, sexual orientation, gender identity, or veteran status. If you have experienced discrimination, or know someone who has, you may seek help by contacting USI's Civil Rights Coordinator, Carrie Lynn, at 812-464-1703 or at [cnlynn@usi.edu](mailto:cnlynn@usi.edu). Find more information in the [Student Rights and Responsibilities: Code of Student Behavior](#) and [Equal Opportunity and Non-Discrimination policy](#).

## **Technical Support**

### **Help Desk Support**

Since your professors are not trained as technology experts, they will not be able to assist you with your technical needs. If you have any issues with Blackboard, Zoom, Panopto, VoiceThread, or any other technology, please contact the [Help Desk](#) at (812) 465-1080 or send an email to [it@usi.edu](mailto:it@usi.edu). To learn more about the USI helpdesk, please visit [USI IT Help Desk](#)

### **Additional Training Documentation**

- [Blackboard](#)
- [Zoom](#)

### **Privacy Policies & Accessibility Statements**

For detailed information about the privacy policies and accessibility statements of the course technologies, please visit [USI Online Learning Support Services](#)

## **Academic Support Services**

### **Academic Skills**

<http://www.usi.edu/university-division/academic-skills/tutoring/>

This office offers tutoring and learning assistance to help you develop skills to succeed in your academic life. To contact them, please call 812/464-1743 or go to the website above to find the latest tutoring schedule. In addition to tutoring in math and other content areas in Academic Skills, please note that the Writers' Room (ED 1102) provides writing assistance in person and online. To use this service, please contact their office by calling 812/461-5359 or visit their website at

<http://www.usi.edu/university-division/academic-skills/tutoring/writers-room>

### How to Cite Sources (Chicago)

Chicago Manual of Style Online Quick Guide (Notes and Bibliography Format):

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

### Online Learning Library Services

<https://usi.libguides.com/onlinelearning>

### Research Guides

Research assistance, subject guides, and useful resources compiled by your friendly librarians.

<http://usi.libguides.com/>

### Disability, and ADA Support

<http://www.usi.edu/university-division/disabilities>

### Student Grievances

<https://www.usi.edu/media/3402299/Grievance-and-Complaints-Procedures.pdf>

## Student Support Resources

The university provides a comprehensive range of support services and activities for students.

Please refer to <http://www.usi.edu/students/> for detailed information regarding academic advising, registration, financial aid, student affairs, counseling, career services, etc.

- **University Health Center**-The University Health Center is a full-service clinic offering medical services and health-related information to students, faculty, and staff. It located in the lower level of the Health Professions Center and is open Monday through Friday, 8 am to 4:30 pm. Click on this link to learn more about the [Health Services](#) offered at USI, or to make an appointment, please call 812/465-1250.
- **University Counseling Center**: The Counseling Center is open every Monday through Friday from 8:00 am to 4:30 pm. You'll find the Counseling Center in the Orr Center, Room 1051; their phone number is 812/464-1867 <http://www.usi.edu/counselingcenter/>
- **Financial Aid Office**- Information about current or future financial aid (including the implications of withdrawal from courses) can be obtained from the University Financial Aid Office. The office open is every Monday through Friday from 8:00 am to 4:30 pm; phone 812/464-1767, or email them at [finaid@usi.edu](mailto:finaid@usi.edu)
- **Student Basic Needs**  
Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the [Dean of Students Office](#). A list of resources can also be found at [www.usi.edu/media/5612733/financial-wellness-resources.pdf](http://www.usi.edu/media/5612733/financial-wellness-resources.pdf).

