

# History 211: Scandal, Crime and Spectacle in the 19<sup>th</sup> Century

MWF, 1:25-2:20, Leyburn 201

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Office Hours: Mondays and Wednesdays, 2:30-3:30; Fridays, 10-11; and by appointment

This course examines the intersection between scandal, crime and spectacle in nineteenth-century France and Britain. We will discuss the nature of scandals, the connection between scandals and political change, and how scandals and ideas about crime were used to articulate new ideas about class, gender and sexuality. In addition, this class will cover the rise of new theories of criminality, the popular fascination with crime and violence and the nature of urban spectacle. Lastly, we will have an opportunity to discuss how issues of crime, scandal and spectacle resonate in the contemporary era.

Through this course, students will be introduced to text analysis for the humanities. This course assumes no prior knowledge of these skills, but looks at how newly developed technologies can help us read large quantities of text to shed new light on the past.

## Course objectives:

The goals of this course are to:

1. Develop a knowledge of issues in the history of the nineteenth century
2. Develop historical literacy, which includes:
  - a. Identifying significant information in a historical document, visual image, or other primary source, and constructing a narrative of a historical event from a group of primary sources
  - b. Identifying the key points in a scholarly argument and assessing its strengths and weakness, and analyzing key points of disagreement between two or more scholarly interpretations of a major historical development
  - c. Integrating the analysis of primary and secondary sources, applying information that the student has discovered in primary sources to the evaluation of a scholarly debate
3. Develop critical writing skills to convey historical knowledge
4. Develop oral communication skills to convey historical knowledge
5. Develop the ability to integrate digitally driven research goals, methods, and media within the context of historical inquiry
6. Develop the ability to work collaboratively

Student progress towards these objectives will be measured by papers, presentations, participation in class discussions, and a final research project.

**Required texts:**

The following are required and can be found at the bookstore:

- Clifton Crais and Pamela Scully, *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*
- Rosalind Crone, *Violent Victorians: Popular Entertainment in Nineteenth-Century London*
- James Ruddick, *Death at the Priory: Love, Sex and Murder in Victorian England*
- Vanessa Schwartz, *Spectacular Realities: Early Mass Culture in Fin-de-Siècle Paris*
- A coursepack with additional readings

All books (except for the coursepack) are on reserve at the library. Additional assigned readings are online.

**Course requirements:**

The basic requirement of this course is active, creative, and consistent engagement with the course material in both written assignments and discussions. Because much of our class time will be devoted to discussion, you must come to class having done the readings for that day and be prepared to discuss them.

Students will write three short papers about broad issues raised in class.

For their final projects, students will work in small groups and use text analysis to explore an aspect of crime, scandal or spectacle in the nineteenth century. Each group will create a WordPress-based website presenting their findings. In preparation for the research project, students will turn in a proposal and a rough draft. Students will also present on their research at the end of the term and write a paper discussing their process and contributions to the final group product.

**Grading:**

Class participation: 20%

Second paper: 15%

Final Project Proposal: 5%

Presentation: 5%

First paper: 5%

Third paper: 15%

Draft and Outline of Final Project: 10%

Final project (including process paper): 25%

If you do not complete all assignments, you may fail the class.

**Class participation:**

Your participation grade is based on both the quantity and quality of your participation. In particular:

- An **A** means that you contribute to the vast majority of the discussions, that you have both done the readings and thought about them, and your contributions are highly productive. That is to say, you push the discussions in new, important, and interesting directions, raise substantive questions, and make links between readings and some of the larger themes of the course. If you were not a member of the class, the quality of discussion would be diminished markedly.
- A **B** means that you contribute to most of the discussions. You have done the readings and can talk about them. If you were not a member of the class, the quality of discussion would be diminished.
- A **C** means that you don't participate a lot. When you talk, you show that you have done the readings, but do not fully engage with them. If you were not a member of the class, the quality of discussion would be somewhat diminished.
- A **D** means that you rarely contribute to class, and that when you do, your contributions do not reflect knowledge of the readings.
- An **F** means that your contributions are detrimental to class discussion and are disruptive or disrespectful.

In-class exercises may also count towards your participation grade.

**Course policies:**

- The syllabus is only a draft: there may be corrections and changes as the course goes along. You are responsible for any changes mentioned in class, including changes to the class schedule or course policies. If you have to be absent, it is your responsibility to find out what happened in class.
- Cell phones should not be seen or heard in class. Don't even think about texting in class.
- Computers are great! And useful! And fun! But they can be detrimental to the quality of class discussions. Please do not use a computer to take notes in class, unless you receive prior approval from me. Bring your laptops to class so that we can discuss the technologies used in the course, but plan on only using them during the text analysis portions of the course.
- All papers must be typed, double-spaced, with 1-1.25 inch margins and a 12-point font.
- For every day (including weekends) your paper is late, I will deduct a third of a grade. That is, an A will become an A-, an A- will become a B+, etc. Papers handed in on the day they are due but after the deadline are also late.

- If you need an extension on a paper, please contact me 24 hours in advance of the paper's deadline. Note that you must have a valid reason, such as an illness or a family emergency.
- If it becomes clear that the class as a whole is not doing the assigned readings, I may give unannounced quizzes on the readings.
- With the exception of the final project, you must hand in all work by the last day of classes.
- If you fall asleep in class, I will lower your course grade. Please reschedule your nap time.
- I will also lower your grade if you have problems coming to class on time.

### **Absence policy:**

- There are two types of absences in this class: excused and unexcused. Excused absences are granted if you are ill or have a family emergency. Unexcused absences cover all other types of absences, including those due to away games or extracurricular events.
- Please let me know before class if you have a situation that merits an excused absence.
- You are granted two unexcused absences without penalty. After that, your final course grade goes down by a third of a grade for each additional unexcused absence. That is, an A will become an A-, an A- will become a B+, etc.
- In some cases, you may make up an unexcused absence. You must have a valid reason for missing class, such as an away game if you are an athlete. (Valid reasons do not include having a test/paper due that day or travel for personal reasons.) You must also contact me at least one week prior to your absence to arrange how you will make up the class you miss.

### **A Note on Plagiarism:**

The following is taken from the Washington & Lee Catalog, as well as the Executive Committee website (<http://www.wlu.edu/x8198.xml>):

“‘Plagiarism’ describes the use of another’s words or ideas without proper acknowledgment. The students of Washington and Lee University have considered plagiarism a violation of the Honor System in the past; therefore, all forms of plagiarism including Internet plagiarism are taken very seriously....Plagiarism takes many forms, including the wholesale copying of phrases or texts, or the use of ideas without indicating the source. Certain facts must also be properly acknowledged.”

The library also has helpful guides to avoiding plagiarism available at <http://libguides.wlu.edu/c.php?g=99506&p=644455>. As your papers approach, we will talk about this subject in more detail, as well as how to properly cite your sources.

### **Accommodations policy:**

Washington and Lee University makes reasonable academic accommodations for qualified students with disabilities. All undergraduate accommodations must be approved through the Title IX Coordinator and Director of Disability Resources, Elrod Commons 212, (540) 458-4055. Students requesting accommodations for this course should present an official accommodation letter within the first two weeks of the term and schedule a meeting outside of class time to discuss accommodations. It is the student's responsibility to present this paperwork in a timely fashion and to follow up about accommodation arrangements. Accommodations for test-taking must be arranged with the professor at least a week before the date of the test or exam, including finals.

### **Sakai site:**

The syllabus, along with any classroom handouts and assignments will be on the course's Sakai site, available at <https://sakai.wlu.edu/>.

### **Schedule:**

September 8: Introductions

September 11: Understanding Scandal, Part I

- Ari Adut, *On Scandal*, Introduction and Chapter 1, in coursepack

September 13: Understanding Scandal, Part II

- **First paper due: two-page analysis of a scandal**

September 15: Scandal and Politics

- Sarah Maza, "The Diamond Necklace Affair Revisited: The Case of the Missing Queen," in coursepack

September 18: Close and Distant Reading

- *Historical Essays on the Life of Marie-Antoinette of Austria*, available from <http://chnm.gmu.edu/revolution/d/262/>
- Walsh and Horowitz, *Introduction to Text Analysis*, "[Close Reading and Sources](#)" and "[Google NGram Viewer](#)"

September 20: Gender, Murder and Scandal

- Start James Ruddick, *Death at the Priory*

September 22: Gender, Murder and Scandal

- Finish James Ruddick, *Death at the Priory*

September 25: Scandal and Sexuality

- Ari Adut, *On Scandal*, Chapter 2, in coursepack
- Edward Carson's Opening Speech for the Defense of Lord Queensberry, available at <http://law2.umkc.edu/faculty/projects/ftrials/wilde/defenopening.htm>

September 27: Crowdsourcing and Prism

- Walsh and Horowitz, *Introduction to Text Analysis*, "[Prism Part One](#)", "[Crowdsourcing](#)" and "[Prism Part Two](#)"

September 29: The Spectacle of Punishment

- Michel Foucault, *Discipline and Punish*, selections, in coursepack

October 2: Crime and the Modern City

- Henry Mayhew, *The London Underworld*, selections, in coursepack

October 4: Digital Archives and TEI with Prof. Mackenzie Brooks

- Walsh and Horowitz, *Introduction to Text Analysis*, "[TEI](#)" and "[NINES](#)"

October 6: Female Criminality

- Lisa Downing, "Murder in the Feminine: Marie Lafarge and the Sexualization of the Nineteenth-Century Criminal Woman," available from JSTOR
- Cesare Lombroso, *Criminal Woman, the Prostitute and the Normal Woman*, selections, in coursepack
- **Second paper due**

October 9: Detection in the 19<sup>th</sup> Century

- Simon Cole, *Suspect Identities*, selections, in coursepack

October 11: The Rise of Detective Fiction

- Michael Saler, "'Clap if You Believe in Sherlock Holmes': Mass Culture and the Re-Enchantment of Modernity, c. 1890-1940," available from JSTOR
- Arthur Conan Doyle, "A Scandal in Bohemia," available at <http://www.gutenberg.org/files/1661/1661-h/1661-h.htm> - 1

October 16: Violence and Entertainment, Part I

- Rosalind Crone, *Violent Victorians*, Chapters 1 and 3
- *The String of Pearls*, Chapters 36-39, available from [http://www.victorianlondon.org/mysteries/sweeney\\_todd-00.htm](http://www.victorianlondon.org/mysteries/sweeney_todd-00.htm)

October 18: Violence and Entertainment, Part II

- Rosalind Crone, *Violent Victorians*, Chapter 6
- Find an article on a 19<sup>th</sup> century murder from the *Times* from the "Dictionary of Victorian London," available at <http://www.victorianlondon.org/index-2012.htm>

October 20: Distant Reading

- Walsh and Horowitz, *Introduction to Text Analysis*, "[How Computers Read Text](#)," "[Voyant Part One](#)," and "[Distant Reading](#)"
- Ian Lancashire and Graeme Hirst, "Vocabulary Changes in Agatha Christie's Mysteries as an Indication of Dementia: A Case Study," available at <ftp://ftp.cs.toronto.edu/pub/gh/Lancashire+Hirst-extabs-2009.pdf>

October 23: Library Research Session with Emily Cook

October 25: Sex and the City

- Judith Walkowitz, "Male Vice and Feminist Virtue: Feminism and the Politics of Prostitution in Nineteenth-Century Britain," available from JSTOR
- W.T. Stead, "The Maiden Tribute of Modern Babylon," available on Sakai

October 27: Sex and Death in the City

- Judith Walkowitz, "Jack the Ripper and the Myth of Male Violence," available from JSTOR
- Find and read two articles from [http://www.casebook.org/press\\_reports/](http://www.casebook.org/press_reports/) on Jack the Ripper
- **Third paper due**

October 30: Lab Day – exploring Voyant and the Jack the Ripper Press Reports Dataset

- "Email Dominates what Americans Have Heard about Clinton," available from <http://www.gallup.com/poll/195596/email-dominates-americans-heard-clinton.aspx>
- "Walmart's Consumer Redlining," available from <http://www.gallup.com/poll/195596/email-dominates-americans-heard-clinton.aspx>

November 1: The Spectacle of Race, Part I

- Clifton Crais and Pamela Scully, *Sara Baartman and the Hottentot Venus*, Introduction, Chapters 3 and 4
- Tressie McMillan Cottom, "When Your (Brown) Body is a (White) Wonderland," <http://tressiemc.com/2013/08/27/when-your-brown-body-is-a-white-wonderland/>

November 3: The Spectacle of Race, Part II

- Clifton Crais and Pamela Scully, *Sara Baartman and the Hottentot Venus*, Chapter 6
- Cleuci de Oliveira, "Saartjie Baartman: The Original Booty Queen," available at <http://jezebel.com/saartje-baartman-the-original-booty-queen-1658569879>
- Pia Glenn, "You Can't Ignore the Degradation of Saartjie Baartman to Connect Her to Kim Kardashian. You Just Can't," available at <http://www.xojane.com/issues/saartjie-baartman-kim-kardashian>
- *Note: read the online articles in the order they are listed; the Glenn piece is a response to the de Oliveira piece*
- **Final group project proposals due**

November 6: The Spectacle of the City, Part I

- Vanessa Schwartz, *Spectacular Realities*, Chapter 1

November 8: The Spectacle of the City, Part II

- Vanessa Schwartz, *Spectacular Realities*, Chapters 2 and 3

November 10: Group project time

November 13: The Steinheil Affair

- Benjamin Martin, *The Hypocrisy of Justice in the Belle Époque*, Chapter 1, available online from the library catalog

November 15: Topic Modeling, Clustering and the Steinheil Affair

- Walsh and Horowitz, *Introduction to Text Analysis*, "[Bags of Words](#)" and "[Topic Modeling Case Study](#)"

November 17: Scandals, Politics and Contemporary Media

- Reeves Wiedeman, "The Duke Lacrosse Scandal and the Birth of the Alt-Right," available at <http://nymag.com/daily/intelligencer/2017/04/the-duke-lacrosse-scandal-and-the-birth-of-the-alt-right.html>
- readings on Gamergate TBD
- **Draft (1500 words) and outline due from each group**

November 27 – Crime and Surveillance in the 21<sup>st</sup> Century

- "NSA Files Decoded" available from <http://www.theguardian.com/world/interactive/2013/nov/01/snowden-nsa-files-surveillance-revelations-decoded>
- "Machine Bias," available from <https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>

November 29 – no class, group meetings with professor

December 1: Scandal and Politics in the Present Day with Professor Toni Locy



- Matt Bai, "How Gary Hart's Downfall Forever Changed American Politics," *New York Times Magazine*, available from <http://www.nytimes.com/2014/09/21/magazine/how-gary-harts-downfall-forever-changed-american-politics.html>

December 4: Class Presentations

December 6: Class Presentations

December 8: Wrap Up and Class Presentations

**December 12: Final projects due**

**December 14: Paper discussing final-group project process due**