1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor, Lecturer &amp; Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Hamish GRAHAM</td>
</tr>
<tr>
<td>Phone: 9385 2337</td>
</tr>
<tr>
<td>Consultation Time: Wednesdays 3–4 pm</td>
</tr>
</tbody>
</table>

2. Course Details

| Units of Credit (UoC) | CRIM3021 (History from Crime) is one of two courses offered by the School of Humanities & Languages as electives in the Criminology & Criminal Justice program: its companion is CRIM2041 (Crime & Punishment in Historical Perspective), which runs in Semester 2. Both courses are also available to students who are working towards a major (or minor) stream in History. Despite initial appearances CRIM3021 is not primarily about the history OF crime. Instead this course explores some of the ways in which scholars have used the documentation generated by past criminal justice systems. As a result the overall point of this course isn’t so much historical (i.e. what happened in the past); it’s more historiographical (i.e. how we investigate the past). Criminal justice records have been taken in their broadest sense, to include not merely the documentation of criminal prosecutions — by police officers, judges, and court officials — but also the surviving records of inquisitions and civil litigation, as well as other media by which crimes and criminals were reported (e.g. pamphlets, memoirs, newspapers). Examples of historical work have been chosen to illustrate not only a range of approaches, but also some geographical diversity (e.g. Germany, Sweden, France, Italy, Britain, Spain). Students in CRIM3021 will confront some of the analytical and interpretive problems posed by this array of material. The main written assignments -- a literature review and an interpretive essay -- aim to provide students with a chance to create some original historical writing of their own. Of course many students who enrol in CRIM3021 have not previously studied European history. For that reason, this course makes NO assumptions about prior knowledge, and offers a basic introduction to the study of European history, roughly between the fourteenth century (1300s) and the early twentieth century (1900s). |

<table>
<thead>
<tr>
<th>Course Aims</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To present students with a range of historical case-studies illustrating various criminal justice systems in the European past, from the late Middle Ages to the early twentieth century: criminal and civil litigation, as well as both accusatorial and inquisitorial procedures.</td>
<td></td>
</tr>
<tr>
<td>2. To introduce students to several different forms of criminal justice records, broadly defined, and their relative merits or</td>
<td></td>
</tr>
</tbody>
</table>

CRICOS Provider Code 00098G
3. To provide students with a chance to summarise, compare and assess a selection of historical studies that used criminal justice records as sources of evidence.

4. To allow student to develop critical skills in analysing and evaluating a “primary” source of historical evidence derived from criminal justice records.

5. To encourage students to reflect on how their knowledge of modern criminal justice institutions and procedures interacts with their understanding of long-term historical changes and continuities.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>1. Identify and compare different forms of criminal justice records arising from a range of historical case-studies in the European past, from the late Middle Ages to the early twentieth century, and weigh up their relative merits or weaknesses as historical evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Summarise, compare and assess a selection of historical studies that used criminal justice records as sources of evidence.</td>
</tr>
<tr>
<td></td>
<td>3. Develop and practise critical skills in analysing and evaluating a “primary” source of historical evidence derived from criminal justice records.</td>
</tr>
<tr>
<td></td>
<td>4. Contribute own evidence-based views to debates about European history.</td>
</tr>
<tr>
<td></td>
<td>5. Reflect on how knowledge of modern criminal justice institutions and procedures interacts with understandings of long-term historical changes and continuities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. Understanding of key concepts and theoretical approaches to crime and criminal justice (Criminology &amp; Criminal Justice).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Critical awareness of how crime, deviance and victimisation are socially and legally constructed (Criminology &amp; Criminal Justice).</td>
</tr>
<tr>
<td></td>
<td>3. Understanding of the dimensions of social divisions and social diversity in relation to offending, crime control, policing, criminal justice and penal systems (Criminology &amp; Criminal Justice)</td>
</tr>
<tr>
<td></td>
<td>4. Ability to analyse historical evidence, scholarship and changing representations of the past (History).</td>
</tr>
<tr>
<td></td>
<td>5. Ability to construct an evidence-based argument or narrative in audio, digital, oral, visual or written form (History); Skills in oral and written communication (Criminology &amp; Criminal Justice)</td>
</tr>
</tbody>
</table>
3. Learning and Teaching Rationale

The themes and issues explored in CRIM3021 arose from my own research. My work investigates the history of forest management and the competition for timber in Europe, especially in France during the eighteenth century (1700s). A good deal of evidence about that competition comes from court records that documented people’s disputes, litigation and prosecutions. Like the scholars whose writings are studied in this course I find that criminal justice records represent rich but problematic sources of historical evidence.

In teaching CRIM3021 I aim to provide students with the opportunity to confront and debate the questions posed by these forms of historical documentation.

Learning and teaching are necessarily a two-way process, of course, so students in CRIM3021 are expected to take some responsibility for creating their own historical knowledge. Historical understanding also requires an awareness of the evidence that we use to find out about the past, and some familiarity with how it might be interpreted and explained. CRIM3021 offers students some practical exercises as an introduction to the “disciplinary culture” of historians.

4. Teaching Strategies

This course is organised in three main sections:

(a.) Historical background and methodological approaches (Weeks 1 & 2);
(b.) Thematic examples of social & cultural histories that draw on evidence from criminal justice records (Weeks 3–10);
(c.) Review of major themes (Weeks 11 & 12).

Lectures are designed to introduce students to specific topics that illustrate the issues raised by this course. The purpose of lectures is to set out the theme(s), define technical or specialist terms, clarify the historiographical debates, and offer illustrative examples from the historical literature. “Primary” sources from the periods being studied — various published or manuscript documents, art works and other images — offer insights into the kinds of evidence employed by historians. Several of these are translations of archival sources uncovered in the course of my own research.

The tutorial program offers students the chance to demonstrate their historical understanding by asking questions, constructing explanations, relating topics to one another, and debating interpretations. The weekly tutorial readings have all been carefully selected in order to foster discussion, and each set of extracts comes with a range of focus questions so that students can prepare thoroughly for active participation in tutorials.

Essay writing is a significant component of all Arts & Social Sciences courses. The skills involved in researching and writing essays are therefore worth developing and practising. Written work forms the major component of this course’s assessment, but these essays are also important learning activities where students can acquire and practise skills that will be applicable in other courses and elsewhere.

The End-of-Semester in-class test allows students to reflect on the overall themes of the course, and to apply their knowledge of those themes to a critical assessment of how historians can or should use criminal justice records as evidence.
5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>2000–2500 words</td>
<td>30%</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>Wed 13 April (Week 6)</td>
</tr>
<tr>
<td>Interpretive Essay</td>
<td>2000–2500 words</td>
<td>30%</td>
<td>1, 2, 3, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>Wed 11 May (Week 10)</td>
</tr>
<tr>
<td>Informal tutorial writing</td>
<td>in-class for 10 weeks</td>
<td>2% x 10 = 20%</td>
<td>1, 2, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>Weeks 3–12 (inclusive)</td>
</tr>
<tr>
<td>End-of-Semester Test</td>
<td>50 minutes</td>
<td>20%</td>
<td>2, 4, 5</td>
<td>1, 2, 3, 4, 5</td>
<td>Wed 1 June (Week 13)</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

"A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail)."

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

**Formal Examination**

This course has **NO formal examination** that will be scheduled in the University's examination period, 10–27 June 2016.

**Grades**

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

**Submission of Assessment Tasks**

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There are **TWO** “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review (30%)</td>
<td>Wednesday 13 April (Week 6)</td>
</tr>
<tr>
<td>Interpretive Essay (30%)</td>
<td>Wednesday 11 May (Week 10)</td>
</tr>
</tbody>
</table>
** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

"I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

"I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking."

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am–5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

**Late Submission of Assignments**

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in this Course Outline and the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness, and if the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.
The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend **ALL** class-contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student's attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.
9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week beginning:</th>
<th>Theme</th>
<th>Lecture topics</th>
<th>Tutorial topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon 29 February (Week 1)</td>
<td>Introduction</td>
<td>Historical survey: CJ &amp; records–1</td>
<td>No tutorials</td>
<td></td>
</tr>
<tr>
<td>Mon 7 March (Week 2)</td>
<td>Development of criminal justice</td>
<td>Historical survey: CJ &amp; records–2</td>
<td>Narrative approaches</td>
<td>Wedgwood (1964)</td>
</tr>
<tr>
<td>Mon 14 March (Week 3)</td>
<td>Law-breaking as resistance</td>
<td>Labour history, food riots, arson</td>
<td>Quantitative approaches</td>
<td>Zysberg (1978)</td>
</tr>
<tr>
<td>Mon 14 March (Week 4)</td>
<td>Popular culture</td>
<td>Witchcraft &amp; magic</td>
<td>“Social” protest</td>
<td>Thompson (1993)</td>
</tr>
<tr>
<td>Mon 28 March</td>
<td>Mid-Semester Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 4 April (Week 5)</td>
<td>Law-enforcement as social control</td>
<td>Marriage &amp; family</td>
<td>Mentalities</td>
<td>Ladurie (1980)</td>
</tr>
<tr>
<td>Mon 11 April (Week 6)</td>
<td>Religious persecutions</td>
<td>Heretics &amp; heresies</td>
<td>Sexual &quot;crimes&quot;</td>
<td>Sundin (1992)</td>
</tr>
<tr>
<td>Mon 18 April (Week 7)</td>
<td>Marginality &amp; oppression</td>
<td>Poverty &amp; &quot;deviance&quot;</td>
<td>Inquisitions</td>
<td>Hanson (1980)</td>
</tr>
<tr>
<td>Mon 25 April (Week 8)</td>
<td>Women &amp; the law</td>
<td>Gendered offences</td>
<td>Same-sex relationships</td>
<td>Van der Meer (1992)</td>
</tr>
<tr>
<td>Mon 2 May (Week 9)</td>
<td>Lawsuits as negotiation</td>
<td>Honour &amp; litigation</td>
<td>Infanticide</td>
<td>Symonds (1998)</td>
</tr>
<tr>
<td>Mon 9 May (Week 10)</td>
<td>Small-scale studies</td>
<td>Microhistory</td>
<td>Insults &amp; defamation</td>
<td>Garrioch (1987)</td>
</tr>
</tbody>
</table>
### 11. Course Resources

#### Textbook:

There is *NO TEXTBOOK* for this course.

Weekly tutorial readings can be accessed through Moodle.

#### Additional Readings:

**Background reading** -- a general survey of European history since about 1450:


**Histories of crime and justice in Europe**:


- SPIERENBURG, P. *A History of Murder: Personal Violence in Europe from the Middle Ages to the Present* (Cambridge UK/ Malden MA: Polity Press, 2008).  *UNSW, S 364.1523/55*


#### Websites

UNSW Library: [http://info.library.unsw.edu.au/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

In recent years students in CRIM3021 have scored this course quite highly:

<table>
<thead>
<tr>
<th>Form A: Course Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q.10: Overall I was satisfied with the quality of this course</td>
<td></td>
</tr>
<tr>
<td>2015: average score (out of 6.0)</td>
<td>5.83</td>
</tr>
<tr>
<td>2014: average score (out of 6.0)</td>
<td>5.43</td>
</tr>
</tbody>
</table>
In 2015 there were also some areas that attracted students' special attention. Each comment indicates the action taken in response to these suggestions.

“[This course] made me analyse and think critically about the readings that I did, instead of [just] accepting what was proposed…” Our consistent aim in CRIM3021 is to foster students' close and thoughtful reading, not only of the weekly tutorial excerpts, but also of the scholarly literature and the "primary" historical evidence.

“I really recommend the self-assessment sheets for this course: they were a great motivator to attend... and made people more comfortable speaking in class.” This assessment task was recently revised in response to student feedback, and will continue in 2016.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further information about UNSW grievance procedures is available at:

https://my.unsw.edu.au/student/atoz/Complaints.html

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au
https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

http://www.ohs.unsw.edu.au/
Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.