HST 2043

Digital Lives of London Criminals, 1750-1850

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Module Summary:
Between 1750 and 1850 the massive growth of London brought with it both increasing social problems and innovative attempts to address them. Crime became an area of particular concern. In response, new forms of policing (the Metropolitan Police), changes to the criminal trial (increased use of lawyers) and new punishments (transportation to Australia and the reformatory prison) were introduced. Increasingly detailed records were kept of the personal details of those accused of crime, providing valuable information not only for contemporaries but also for historians interested in understanding the causes of crime, and many of these records have now been digitised.

Using a wide range of digital resources, particularly those assembled in the newly created Digital Panopticon (www.digitalpanopticon.org), this module traces the lives of accused criminals tried at London's central criminal court, the Old Bailey, examining their trials, punishments, any repeat offending, subsequent life events (marriage, family, work), and health. We will examine the causes of crime, the gender, age and social composition of the accused, and the impact on individual lives of the changing focus of punishment, from retribution on the body to reform of the mind. Special attention will be paid to the impact of the introduction of transportation to Australia and the reformatory prison.

Module Aims:
  1. Provide students with an in-depth understanding of the history of crime and punishment between 1750 and 1850.
  2. Familiarise students with a variety of historiographical approaches to the history of crime and punishment.
  3. Equip students with a range of source criticism skills, including identifying and coping with the limitations of the available primary sources.
  4. Introduce students to the most appropriate methods for analysing and interpreting digitised historical resources.
  5. Develop students' understanding of the strengths and limitations of biography, prosopography, and microhistory as historical methodologies
  6. Equip students with the ability to combine macro-level analysis (overall patterns) with micro-level research into individual lives, and the ability to relate both macro and micro evidence to historiographical debates.
  7. Encourage students to develop their confidence and competence in presenting their ideas orally.
  8. Promote collaborative learning among students and develop team-work skills.
  9. Promote students' ability to write informed and cogent responses in clear, structured and grammatical prose.

Assessment

For the History Department rules on assessment for document options, see:
https://www.sheffield.ac.uk/history/current_students/undergraduate/assessment/level2

The course mark for document options is composed of gobbet exercises (33%), oral assessment (17%), and the final examination (50%).

There will be three 500 words **gobbet exercises** which test skills in independent source criticism. These are due at **noon on Tuesday 28 November**. There are heavy, automatic penalties for late submission. Details on how the coursework must be submitted can be found in the Department's website under 'Current Students'. Further information about the requirements for the gobbet exercises will be available in due course.

Oral Assessment is based on a 50% lecture-workshop and seminar participation, and 50% a group presentation.

The group presentations will be given in week 12, and should be not more than seven minutes long, with five minutes for questions and discussion. Each group of four students will present a biography of one or more individuals whose lives they have documented with material from the *Digital Panopticon*, and explain how the lives illustrate the wider themes of the course. Further information will be available in due course.

The marking criteria for oral assessment of seminar participation can be found at:
https://www.sheffield.ac.uk/history/current_students/undergraduate/oral/criteria

And for assessment of presentations:
https://www.sheffield.ac.uk/history/current_students/undergraduate/marking/oral-presentations

The **final examination** takes the form of a two question two hour examination. The two-hour examination comes in two parts: you will be asked to react to **gobbets**, which will be selected from the primary sources studied; and you will be asked to write an **essay**. This is just like a normal examination essay, except that you are recommended to stay close to the source material, in keeping with the priorities of the course. A specimen exam paper will be made available on the MOLE site for the course.

Learning Resources

DP = The Digital Panopticon: Tracing the Lives of London Convicts in Britain and Australia, 1780-1925 (www.digitalpanopticon.org)
OBP = Old Bailey Proceedings Online (www.oldbaileyonline.org)
LL= London Lives (www.londonlives.org)
e-offprints are available through the library resource list for this module (link available on MOLE)

Weekly Schedule

Lectures take place on Tuesdays from 12:00 to 12:50in the Hicks Building, room F38. They are conceived of as 'lecture-workshops', and will involve discussion as well as lecturing.
Seminar group 1 meets on Wednesdays from 10:00 to 10:50 in Bartholome House, room BB08
Seminar group 2 meets on Wednesdays from 12:00 to 12:50 in 38 Mappin Street, room G02.
Please attend the seminar for your allocated seminar group. If you need to make any changes please contact Bob Shoemaker in advance.

Week 1. Lecture, 26 September: Introduction to the Module and Digital History
Seminar, 27 September: The Digital Panopticon Website

Background
- Tim Hitchcock and Robert Shoemaker, *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800* (Cambridge, 2016) [e-book]
- Clive Emsley, *Crime and Society in England, 1750-1900*, 4th edition (Harlow, 2010)
- DP, 'London, 1780-1900'; 'Crime, 1780-1925'; 'Punishments, 1780-1925'

Core Reading
- Barry Godfrey, 'Liquid Crime History: Digital Entrepreneurs and the Industrial Production of "Ruined Lives"', in Michael Hviid Jacobsen and Sandra Walklate, eds, *Liquid Criminology: Doing Imaginative Criminological Research* (Routledge, 2017), pp. 140-55 [e-offprint]
- Hamish Maxwell-Stewart, 'Big Data and Australian History', *Australian Historical Studies* 47 (2016), 359-64 [e-journal]
- Sharon Howard, 'Bloody Code: Reflecting on a Decade of the Old Bailey Online and the Digital Futures of our Criminal Past', *Law, Crime and History*, 5:1 (2015), pp. 12-24 (free e-journal: http://www.lawcrimehistory.org/hjournal2015Vo5p1.html)
- DP, 'About the Project' (https://www.digitalpanopticon.org/About_The_Project), section on 'Technical Methods'

Primary Sources
- DP: look up your name (or that of someone you know), and find a result with at least three records. Be prepared to talk about what you found.
- DP Visualisation: 'What happened to a random sample of people born in 1800 and later charged with an offence?'

Week 2. Lecture, 3 October: The Records of Crime, Criminal Justice and Punishment
Seminar, 4 October: The Old Bailey Proceedings

Lecture Reading
- Robert Shoemaker and Richard Ward. 'Understanding the Criminal: Record-Keeping, Statistics and the Early History of Criminology in England'. *British Journal of Criminology*, 19 September 2016 [e-journal]

- Edward Higgs, *Identifying the English: A History of Personal Identification 1500 to the Present* (London, 2011), chap. 6. 'Identification in the First Industrial Nation, 1750-1850', pp. 97-119 [e-offprint]

Seminar Reading
- OBP: Publishing History of the Proceedings: http://www.oldbaileyonline.org/static/Publishinghistory.jsp
- OBP: Value of the Proceedings as a Historical Source: http://www.oldbaileyonline.org/static/Value.jsp
- OBP: study guide: How to read an Old Bailey Trial: http://www.oldbaileyonline.org/static/HowToReadTrial.jsp
- OBP How are the Proceedings Different when Read Online? http://www.oldbaileyonline.org/static/MediatedTexts.jsp

Primary Sources
- OBP and specific trials: John Rann, William Collier, Eleanor Roache, Christian Stewart (t17741019-50); Richard Wooldridge (t17840225-95); Isaac Solomon (t18300708-140); and find associated 'Life Archives'
- OBP: skim one edition of the Proceedings from one of the following periods (sign up sheet; groups): 1770-1777; 1778-92; 1793-1814; 1815-33; 1834-1850. How does it exemplify the character of the Proceedings in that period?

Week 3. Lecture, 10 October: The Crisis of the 1780s
Seminar, 11 October: Writing Convict Lives

Lecture Reading
- Tim Hitchcock and Robert Shoemaker, *London Lives: Poverty, Crime and the Making of a Modern City, 1690-1800* (2016), chap. 7 [e-book]

Seminar Reading
- Mary Clayton, 'The Life and Crimes of Charlotte Walker Prostitute and Pickpocket', London Journal 33:1 (2008), pp. 3-19 [e-journal]
- Helen Johnston, Jo Turner and Barry Godfrey, "'I am Afraid She is Perfectly Responsible for Her Actions and is Simply Wicked': Reconstructing the Criminal Career of Julia Hyland", in David Nash and Anne-Marie Kilday, eds, *Law, Crime and Deviance Since 1700: Micro-Studies in the History of Crime* (Bloomsbury, 2017), pp. 209-226 [e-offprint]
- Ian Duffield, '"Stated This Offence": high-density convict micro-narratives', in Lucy Frost and Hamish Maxwell-Stewart, eds, *Chain Letters: Narrating Convict Lives* (Melbourne University Press, 2001), pp. 119-35 [e-offprint]

Primary Sources
DP, 'Convict Lives' and life archives: for John Camplin, Sarah Durrant, James Gardner, et al., William Prudence, Willam Vamplue. What information in this life comes from sources in the Digital Panopticon, and how much comes from other sources? What is the wider significance of this life? What broader themes in the history crime and punishment does it exemplify?

Week 4. Lecture, 17 October: Crime in the 18th and 19th Centuries
Seminar, 18 October: The Causes of Theft
[Lucy Huggins]

Lecture Reading
- Helen Johnston, *Crime in England, 1815-1880* (Abingdon, 2015), chap. 1: 'The Causes of Crime' [e-offprint]

Seminar Reading
- Lynn MacKay, 'Why they stole: Women in the Old Bailey, 1779-1789', *Journal of Social History* 32 (1999), 623-39 [e-journal]
- Heather Shore, 'Crime, criminal networks, and the survival strategies of the poor in early eighteenth-century London', in Steven King and Alannah Tomkins, eds, *The Poor in England 1700-1850* (Manchester, 2003), pp. 137-165 [e-offprint]

Primary Sources
Sign up sheet: choose a cause of crime (hunger, response to poverty, had a right to the possession of the goods, vice, consumerism) and find an Old Bailey trial and a convict life which exemplify it.
- OBP
- DP, 'Convict Lives'

Week 5. Lecture, 24 October: The History, Purpose and Significance of Punishment; explanation of gobbets
Seminar, 25 October: Patterns of Sentencing and gobbet practice

Lecture Reading
- Clive Emsley, *Crime and Society in England, 1750-1900*, 4th edition (Harlow, 2010), chap. 10, 'Punishment and Reformation', pp. 261- [e-offprint]
- DP, 'Sentencing' and 'Punishments, 1780-1925', https://www.digitalpanopticon.org/Punishments,_1780-1925 and https://www.digitalpanopticon.org/Sentencing
- DP, 'England and Wales Criminal Registers' https://www.digitalpanopticon.org/England_and_Wales_Criminal_Registers_1791-1892
- D. Hay, 'Property, Authority and the Criminal Law' in D. Hay, et al, *Albion's Fatal Tree* (1975), pp. 17-63 [e-offprint]

Primary Sources
- DP, visualisation: 'How did the most common criminal sentences change over time?'
- DP, Life Archive: 'Charlotte Walker', especially entries in the Criminal Registers

 Gobbet Practice

Week 6. Lecture, 31 October: Sentencing and Punishment; and explanation of blog
Seminar, 1 November: The Pardoning Process
Gobbet Practice Essay Due

Lecture Reading

- Richard Ward and Lucy Williams, 'Initial Views from the Digital Panopticon: Reconstructing Penal Outcomes in the 1790s'. *Law and History Review*, 31 August 2016, 1–36 [e-journal]

Seminar Reading
- Peter King, *Crime, Justice and Discretion in England, 1740-1820* (Oxford, 2000), chap. 9, 'Pardoning Policies: The Good Mind and the Bad', pp. 297-333 [e-offprint]
- Simon Devereaux, 'The Bloodiest Code: Counting Executions and Pardons at the Old Bailey, 1730-1837', *Law, Crime and History* 1 (2016): 1–36 [skip 18-25] [available free online: https://pearl.plymouth.ac.uk/handle/10026.1/8799]
- DP, 'Pardoning', 'Judges Reports on Criminals', and 'Capital Convictions at the Old Bailey'

Primary Sources
- DP: 'Judges Reports on Criminals', look at this record and associated life archives of James Joiner (with convict life); Robert Abel; John Lloyd (first of his 1785 trials); Mary Finlayson; Boys Errburrill [sic]
- DP: Visualisation: 'What actually happened to convicts sentenced to death?'
- DP: Create a Visualisation (Sankey diagram) of all convicts who have one Old Bailey Record and were recorded as being transported to Van Dieman's Land in 1832, charting the relationship between the sentence and the sentence outcome
- DP: Create a Visualisation (Sankey Diagram) of all convicts who have at least one record from the Millbank Prison Register, charting the relationship between the sentence and the sentence outcome

[Week 7: Reading Week]

Week 8, 14 November. Lecture: Transportation
Seminar, 15 November: The Records of Transportation

Lecture Reading
- H. Maxwell-Stewart, 'Convict Transportation from Britain and Ireland, 1615-1870', *History Compass* 8/11 (2010), pp. 1221-1242 [e-journal]
- Helen Johnston, *Crime in England, 1815-1880* (Abingdon, 2015), chap. 5: 'Transportation: Convicts to the Colonies'
- DP, 'Transportation' (you can skip 'Point Puer') and 'Convicts and the Colonisation of Australia, 1788-1868'

Seminar Reading
- Hamish Maxwell-Stewart, 'The State, Convicts and Longitudinal Analysis'. *Australian Historical Studies* 47, no. 3 (1 September 2016): 414–29 [e-journal]
- J. McCalman, J., L. Smith, S. Silcot and R. Kippen, 'Building a Life Course Dataset from Australian Convict Records. Founders and Survivors: Australian Life Courses in Historical Context, 1803–1920', in G. Bloothooft, P. Christen, C. A. Mandemakers and M. P. Schraagen, eds, *Population Reconstruction* (Springer, 2015), pp. 285–298 [e-offprint]

- DP, 'VDL Founders and Survivors Convicts, 1802-1853', and 'VDL Founders and Survivors Convict Biographies, 1812-1853'

Primary Sources
- DP visualisations: 'How did the interval between sentencing and transportation change over time?' and 'How long after sentence did convicts have to wait to be transported?'
- DP: Life Archives and Convict Lives: John Camplin, James McAllister, Phoebe Anderson, James Gardner et al, Elizabeth Jones

Week 9, 21 November: Lecture: Imprisonment
Seminar, 22 November: The Records of Imprisonment

Lecture Reading
- Randall McGowen, 'The Well-Ordered Prison: England, 1780-1865', in *The Oxford History of the Prison* (1995), pp. 78-109 [e-offprint]
- Helen Johnston, *Crime in England, 1815-1880* (Abingdon, 2015), chaps. 6+7, 'Local Prisons' and 'Convict Prisons'
- DP, 'Imprisonment'

Seminar Reading
- Helen Johnston, Barry Godfrey, David Cox, and Jo Turner. 'Reconstructing Prison Lives: Criminal Lives in the Digital Age'. *Prison Service Journal*, no. 210 (2013) [e-journal]
- Philip Priestley, *Victorian Prison Lives: English Prison Biography, 1830-1914* (1985), chap. 9, pp. 193-231 [e-offprint]
- DP, 'Middlesex House of Detention Calendars, 1836-1889'

Primary Sources
- DP: 'Middlesex House of Detention Calendars, 1836-1889': see this record, life archive, and convict life of: Amelia Acton (alias Smith alias Welsh) and Benjamin Barrett
- [Edward Callow], *Five Years' Penal Servitude, by One who Has Endured It* (London, 1878), pp. 1-3, 61-74, 109-10, 114-16, 120-23, 132-36 (available at: https://archive.org/stream/fiveyearspenalse00londuoft#page/n5/mode/2up)

Week 10: Lecture, 28 November: The Gender and Age of Convicts
Seminar, 29 November: Patterns and Experiences
Noon, Tuesday 28 November: Gobbet Exercises Due
[Lucy Elliott]

Core Reading
- Peter King, *Crime, Justice and Discretion in England, 1740-1820* (Oxford, 2000), chap. 6, 'The Offenders : Property Crime and Life-Cycle Change', pp. 169-217 [e-offprint]
- Helen Johnston, *Crime in England, 1815-1880* (Abingdon, 2015), chap. 8 'Women, Crime and Custody' and chap. 9 'Juvenile Offenders'

Seminar Reading
- DP, 'A Guide to Researching Juvenile Offenders' and 'A Guide to Researching Women Offenders'

Primary Sources
- DP, visualisation: 'What ages were most commonly recorded when convicts arrived at a colony?'
- DP, visualisation: Create a Visualisation (Life Chart) by gender of all convicts who were transported to Van Diemen's Land in 1833. Specify that the convicts must have been born after 1780. Hint: to see the difference between women and men, you may wish to create separate visualisations for each sex.
- DP, visualisation: Create a Visualisation (Life Chart) by gender of all convicts who have at least one record in the Capital Convictions at the Old Bailey database for the years 1800-09 and another one for 1821-25

Week 11, 5 December: Lecture: Recidivism and Reform
Seminar, 6 December: Patterns of Recidivism

Lecture Reading
- Barry Godfrey and David J. Cox, 'The "Last Fleet": Crime, Reformation and Punishment in Western Australia after 1868', *Australian and New Zealand Journal of Criminology*, 41:2 (2008), 236-58 [e-journal]
- Clive Emsley, 'Recidivists and recidivism: some broad conclusions from the English Experience', in M. Porret, & C. Emsley, eds, *Le Criminel Endurci: Récidive and recidivists du Moyen Age au XXe siècle* (Recherches and Rencontres, vol. 23, Genève: Librarie Droz, 2006), pp. 171-85 [e-offprint]
- R. Kippen, and H Maxwell-Stewart. '"What Is a Man That Is a Bolter to Do? I Would Steal the Governor's Axe rather than Starve": Old Lags and Recidivism in the Tasmanian Penal Colony', in James Campbell and Vivien Miller, eds, *Transnational Penal Cultures* (Routledge, 2014), pp. 165–83 [e-offprint]

Seminar Reading
- DP, 'Recidivism', 'UK Licences for the Parole of Convicts, 1853-1925'

Primary Sources
- DP, 'UK Licenses for the Parole of Female Convicts': see this record, life archive, and convict life of: Amelia Acton (alias Smith alias Welsh). Emily Gillard, Mary Hall, and Mary Wilson
- DP: Create a visualisation which demonstrates the nature and extent convict recidivism

Week 12, 12 December: Conclusion and Review
Seminar, 13 December: Group Presentations of Individual Lives