

HIST 4422G 2019

London: Crime and Disorder in the 20th Century

Dr. Amy Bell



Course Instructor: Dr. Amy Bell

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Class meets: Mon. 930-1230

Room: W17

Office hours: Friday 1030-1230 (or by appointment)

Office V130, Telephone extension 293

London's people, institutions, culture and geography have been integral to twentieth-century English histories of crime. This course traces broad changes in policing, punishments, crime statistics and popular news reporting, as well as examples of race riots, terrorism, prostitution, forensic science, organized crime, theft and serial killers.

The twentieth-century saw fundamental changes in how crime was defined, policed and detected in Britain. Legal definitions of murder changed with the 1922 Infanticide Act and the 1958 Homicide Act, and capital punishment was abolished in 1965. Forensic evidence became an important aspect of crime detection and prosecution. New forms of theft, such as shoplifting and smash-and-grab raiding also changed property crime, and in response the London Metropolitan Police created new squads to combat it: The Flying Squad (1919) and the Ghost Squad (1945). London has been both the stage and a central actor in these changes, and we will examine the notorious cases, criminals and institutions that helped to define modern crime.

Learning Objectives

By the end of the course, you should be able to:

1. Understand the broad sweep of modern British criminal justice history as it relates to London;
2. Assess and articulate the historiographical debates concerning crime, policing, and punishment in modern London,
3. Understand the importance of locale in general, and the metropolis in particular, on the development of British criminal justice in the modern era;
4. Relate class material to current cultural and political debates on crime, policing and punishment.

Students will also set their own learning objectives according to their engagement with the class, their individual interests, their learning styles, and their ideological approach.

Course Requirements

Essay Proposal with Bibliography: Feb 4 th	10%
Participation: Feb 25 th	10%
Participation: April 8 th	10%
Seminar Presentation: will vary	20%
Research Paper: April 8 th	25%
Take-Home Exam: April 15th	25%

Participation

Because this is a seminar class, your participation is required, and is weighted at **20% of your final grade**. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Participation is pro-rated on attendance; i.e. if you attend 60% of classes that is your maximum mark. Attendance of fewer than 50% of classes results in a mark of zero. **Participation marks cannot be made up or accommodated** in any other way other than participation in class.

Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. Components of participation grade will include: students defining their own learning objectives, posting notes of class discussions on OWL, written assessments of the readings, engaging with other students' seminar presentations and general participation in class discussion. I will assess your participation midway through the term and at the end of the year.

Bonus points (1% on your final mark, to a maximum of 3%) will be periodically available throughout the year for attendance at special lectures and events hosted by the History Department.

Please note: A recent study by Faria Sana, Tina Weston, and Melody Wiseheart suggests that multitasking on a laptop hindered classroom learning for both users and nearby peers, lowering grades by 11% and 17% respectively.¹ Inappropriate use of technology in the classroom is also a form of anti-participation and will be affect marks accordingly.

Antirequisite(s): none

Prerequisite(s): none

Seminar Presentation

The seminar presentation is in two parts: written and oral.

In the written part of the assignment (2-3 pages), please

- a) Assess the argument and sources of reading(s)
- b) Put reading(s) in historical context
- c) Identify three historiographical debates or potential debates in readings
- d) Compare readings to course themes and wider historical context
- e) Include a bibliography of at least three scholarly sources you consulted.

Your oral presentation should last approximately forty-five minutes and consist of additional primary and secondary research that relates to the topic, preferably using it as a basis for student discussion. Students should also have at least five questions for class discussion that link their presentation to the readings and to wider course themes and historiographical investigations.

Students **MUST** contact the professor the week before with an outline of the questions and details of the background to ensure there is no overlap, and hand in the written portion of the presentation before class.

Students will be assessed on the quality of the presentation, background research, the questions and their ability to generate discussion among their peers.

Research Paper Proposal and Final Paper 10% + 25%

Students will choose their own research topic on any aspect of post-1900 **London** criminal history related to course themes. Possible general topics include:

prisons, juvenile delinquency, the effect of WW1 or WW2 on crime, the rise of the Detective Branch, the Flying Squad, the rise of female police, the role of magistrates' courts, crime in popular culture (theatre, novels, films, television, newspapers, etc),

¹ Faria Sana, Tina Weston, Nicholas J. Cepeda, "Laptop multitasking hinders classroom learning for both users and nearby peers," *Computers & Education*, 62 (March 2013), 24–31, <http://dx.doi.org/10.1016/j.compedu.2012.10.003>

infanticide, abortion, criminal gangs, the role of motor cars, anti-terrorism laws or surveillance, race riots, racism in the Metropolitan Police, prostitution, black market offenses and racketeering, shoplifting, Harold Crippen, John Christie, Ruth Ellis, the Kray Twins or other infamous murderers, etc.

Students will turn in a 500-word draft of their main argument, outline, and annotated bibliography on Feb 4th. **10%**

Papers should include at least **two** primary sources, **five** scholarly monographs (i.e. books from academic presses with footnotes), and **three** scholarly articles from academic journals. Papers should be 3,500-400 words (14-16 d.s. pages) in formal prose, with footnotes or endnotes in the departmental style (see below).

Students will be required to submit their papers to turnitin.com via OWL as well as in hard copy. Papers must be submitted to OWL by the due date, otherwise late penalties will apply. Papers must be handed to the instructor or placed in the Essay Drop Box in A Wing before 4 p.m. For security reasons, **papers will not be accepted via e-mail**, or slipped under office doors.

SEMINAR SCHEDULE

1. Jan 7: Introduction: London Before 1900

Drew Gray, "Gang Crime and the Media in Late Nineteenth-Century London", *Cultural and Social History*, 10: 4 (Dec. 2013): 559-575. (WLib)

2. Jan 14: London Policing

Clive Emsley, *The Great British Bobby* (London: Quercus, 2009), Chapter 8. (OWL)

Howard Taylor, "Rationing Crime: The Political Economy of Criminal Statistics Since the 1850s", *The Economic History Review*, 51: 3 (Aug. 1998), pp. 569-590 (J-Stor)

3. Jan 21: Prostitution and Vice

Julia Laite, "Taking Nellie Johnson's Fingerprints: Prostitutes and Legal Identity in Early Twentieth-Century London" *History Workshop Journal*, 65:1, (2008), 96-116. (WLib)

Stefan Anthony Slater, "Containment: Managing Street Prostitution in London, 1918-1959" *Journal of British Studies*, 49 (April 2010), 332-357. (J-Stor)

4. Jan 28: Nightclubs, drugs and flappers

Heather Shore “Constable dances with instructress’: the police and the Queen of Nightclubs in inter-war London,” *Social History*, 38:2 (2013): 183-202. (J-Stor).

Lucy Bland, Chapter 2, “Butterfly Women, 'Chinamen', Dope Fiends & Metropolitan Allure”, in *Modern women on trial: sexual transgression in the age of the flapper* (Manchester University Press, 2013). (OWL)

5. Feb 4: The Rise of Forensics

ESSAY PROPOSAL DUE 10%

David R. Foran, et, al, ‘The Conviction of Dr. Crippen: New Forensic Findings in a Century-Old Murder’ *Journal of Forensic Sciences* 56: 1 (2011): 233–240. (WLib)

Ian Burney and Neil Pemberton, “The Rise and Fall of Celebrity Pathology” *British Medical Journal*, 14 December 2010. (WLib)

6. Feb 11- No Class- Research Meetings

7. Feb 18- Reading Week

8. Feb 25: Juvenile Delinquency Midterm Participation Marks 10%

Kate Bradley, ‘Inside the Inner London Juvenile Court, c.1909-1950’, *Crimes and Misdemeanours* 3:2 (2009), 37-59. (OWL)

9. March 4: Postwar Austerity, the Spiv and Film Noir

Mark Roodhouse, ‘In Racket Town: Gangster Chic in Austerity Britain, 1939–1953’, *Historical Journal of Film, Radio and Television*, 31: 4 (2011), 523-41, 524. (W-Lib)

Film Clips: *It Always Rains on Sunday* (1947), *They Made me a Fugitive* (1947).

10. March 11: Undercover Policing

Mark Roodhouse, ‘The “Ghost Squad”: Undercover Policing in London, 1945-49’, in Chris Williams (ed.) *Police and Policing in the Twentieth-Century* (Farnham: Ashgate, 2011), 141-161. (OWL)

John Gosling, *The Ghost Squad* (1959) (memoir), *Ghost Squad* TV series (1961-4)

Laurie Penny, "The true betrayal at the heart of the Met's undercover police scandal", *The New Statesman*, 2 February 2016
<http://www.newstatesman.com/politics/uk/2016/02/true-betrayal-heart-mets-undercover-police-scandal>

11. March 18: Serial Killers in the Capital

Emma L. Jones and Neil Pemberton, "Ten Rillington Place and the Changing Politics of Abortion in Modern Britain," *The Historical Journal* 57 (4) 2014: 1085-1109. (WLib)

Frank Mort, 'Scandalous Events: Metropolitan Culture and Moral Change in Post-Second World War London', *Representations*, 93 (2006), 106-137. (WLib)

12. March 25: East End Crime in the 1960s: The Kray Twins

Film: *The Krays* (1990)

Chris Jenks, Justin J. Lorentzen, "The Kray Fascination", *Theory, Culture and Society*, 14:3 (1997): 87-107. (W-Lib).

13. April 1: Dark Tourism and Crime in London

Raymond Powell & Katia Iankovam, "Dark London: dimensions and characteristics of dark tourism supply in the UK capital", *Anatolia*, 27:3 (2016): 339-351. (W-Lib).

14. April 8: Conclusion

Final Essays Due: 25%

Take Home Exams due April 15th by 12 noon via OWL.

RULES AND REGULATIONS

The History Department has specified that:

1. All essays are to be submitted in hard copy, typed and double-spaced on substantial white paper.

2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments worth more than 10% with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.²

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.

² They should be in Arabic, not Roman numerals or letters.

- The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://history.utoronto.ca/undergraduate/learn-more/essay-writing-guide> . Accessed December 6, 2018.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf, requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student’s request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be

informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive.

University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies,

and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> ("Cancellations and Closures").

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwo.com/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>