

Gendered Justice in Europe and Americas (c.1350-1700ish) with a focus on the Iberian and Francophone spheres of patriarchal domination and of resistance.

Wednesdays 2-4

GC Room 5383

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Office hours by appointment

The course will explore the role of gender in the prosecution and punishment of crime in social and cultural context in Europe and the Americas c.1350-1750. We will examine gender and justice as it intersected with race, religion, and status as found in the Atlantic World, and particularly the French and Iberian metropolises and colonies. Our main body of evidence will be trial records, including litigation, witness testimony, confessions, and sentences. In addition we will engage with a range of other source materials. This will be an interdisciplinary inquiry, we have a wonderful mix of disciplines and fields of study represented in this class, and I really look forward to our learning from each other. Any of the proposed readings can be swapped out for alternative topics that relate to our class, including if you have work in progress you want to workshop and share.

Our focus will be on gender and justice, mostly criminal justice, before 1750, and in non-anglophone Europe and the Americas (for the sake of some coherence, building on student expertise, and mine, and also because I have an agenda). While we examine gender and crime in the distant past together, I ask that we approach these topics with an open mind. I ask also that we work together in the most responsive, inclusive, antiracist, tolerant, and [joyful](#) way possible. I seek joy above all because this is not a super fun time for many of us. Lots of stress, lots of distractions, lots of sickness. As a result, I want this class to be as fun as possible, while also being an opportunity to do really good and focused concentrated work. There is satisfaction and solace to be found in accomplishing good work, or at least I really, really hope so. So we will try to do more with less, or do less but do it better, or something along those lines. To that end I will assign as little to read as possible, but with the understanding that we will all read it as carefully and thoughtfully as possible. There will be lots of additional optional reading, and also lots of individual work on topics that you choose to engage with.

Course requirements:

-If you are ill or need to care for someone who is ill, or if you have some other sort of serious conflict, please don't come to class! I am inclined not to record so we can relax and enjoy, but we can do that if it is helpful, or we can have some designated note takers (not the presenter) who can share their notes if anyone is missing. Zooming in from home might be possible, I will endeavor to make the classroom technology support that. I have requested something called an owl, which had better be as cute as it sounds.

-Weekly reading. Come to our meetings prepared with questions and comments (20%)

-Presentation: Everyone does one 20 minute presentation on one of the readings during the class meeting it is assigned for, this can be a sort of book review, or a more creative kind of response (with all due respect to the more creative book reviewers out there) (20%).

- One short paper, a 750-1000 words, something like an op-ed or blog post (20%).

-Short in class presentation of final paper (10%)

- Final paper, 15-20 pages, can be argumentative or more biographical, historical fiction also welcome, or a play or graphic novel, length not the measure of quality (30%).

Provisional Schedule

February 2

Introduction, overview, presentations assignments for the semester, presentation of the materials for next week.

Inspiration: Martha Jones on the enslaved woman [Abigail incarcerated in Paris for attempting to escape](#) As with this excellent example, many of the sources we work on are not explicitly engaging in gender or justice so we will do that work instead.

Feb. 9 Teasers/Choose Your Own Adventure

In order to help you explore what you might want to know more about in this course, for this week you have a sort of grab bag to choose from. Read as many as you like, but do read at least three or four things, and at least some on a topic that is unfamiliar or less familiar. The point with this week's work is to see what new things you might want to engage with while also checking on some topics you know about already. I suggest it is well worth thinking about some topics that are less sexy, at least for informational purposes, because it is really important context to try to think about how gender informed the ideology and handling of other crimes as well as the ones we (I, at least) am generally inclined to want to study.

From what you read, pick at least one to present on and discuss for 5-10 minutes. As for me, I will present on a few of the sources I am working with that relate to our course topic.

event of interest: Feb. 11 Henri Peyre Institute: [Eclectic Detective & Noir Fiction in French](#). Virtual roundtable: Eclectic Detective & Noir Fiction in French. 12: 30 pm EST

Feb. 16 Crime, Law, and Punishment in Medieval Europe

Hannah Skoda, "Crime and Law," *Cambridge World History of Violence* 2020

Quentin Verreycken, "The power to pardon in late medieval and early modern Europe: New perspectives in the history of crime and criminal justice" *History Compass*, 2019.

optional:

Patricia Turning, " 'And Thus She Shall Perish': Gender Jurisdiction and the Execution of Women in Late Medieval France" *Death in the Middle Ages and Early Modern Times : The Material and Spiritual Conditions of the Culture of Death*, Albrecht Classen, ed. De Gruyter, 2016.

Feb. 23 Gender and Justice in Medieval Marseille

Daniel Smail and draft chapters from his astonishing new book on a Berber enslaved women from 1375.

Susan McDonough, "Mothers and daughters and sons, in the law: family conflict, legal stories, and women's litigation in late medieval Marseille" 2022

March 2 "Sodomy" medieval style: laws and literature and court cases

March 9 "Sodomy" and (Colonial) Mexico conquest materials, selections from Zeb Tortorici, *Sins against Nature: Sex and Archives in Colonial New Spain*. Durham: Duke University Press, 2018.

March 16 Magic and witches and witchcraft (Europe, Colonial Mexico, Peru,)

March 23 Short piece due (no class meeting)

March 30 Research week, planning together for final paper, in-class presentation of resources for various places including Dominican Republic, New Amsterdam, New France, and Louisiana.

April 6 French Caribbean

(CUNY GC French grad) Ashley Williard, *Engendered Islands: Engendering Islands Sexuality, Reproduction, and Violence in the Early French Caribbean*

April 13 Viewers choice: Adultery? Homicide? Punishment? Theft? Domestic Violence? Spousal Homicide? Prisons? Masculinity and violence?

(Spring Break)

April 27 guest lectures/seminar: Arnaud Fossier, Chanelle Delameilleure, Yanay Israeli

May 3 virtual workshop: pedagogy and games (including our own Kay)

Rebecca Slitt, from choiceofgames.com

Erika Lin, CUNY Grad Center, [Games and Theatre in Shakespeare's England](#) (co-edited with Tom Bishop and Gina Bloom)

Mikaela Healy, PhD candidate in French, on her game based on a 13th cen. French romance.

May 4 Topic of your choosing or research/writing week.

May 11 Final presentations in class

May 20 Final paper due.

Us:

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