

Unit II: Biological Typing – The Criminal
Lesson Plan: Day 7

I. Materials

- A. Reading: Gould, “The Politics of Evolution”, pp. 15-20
- B. Copies – Handout for “Mismeasure” Reading

II. Homework: Gould, The Mismeasure of Man Ch 4 “Measuring Bodies” Section:
“The ape in some of us: criminal anthropology”, pp. 122-45
Complete Handout

III. Week 4: Biological Typing in Criminal Anthropology

- A. Topic: “Implications of Darwinism for the Development of Criminal Anthropology”
- B. Advanced Organizer – Criminology
 - 1. Brainstorm with students / write on board
 - 2. “Criminology”
- C. Discussion: Gould, “The Politics of Evolution”, pp. 15-20
 - 1. Get out Reading and Homework Handout
 - 2. Large Group Discussion
- D. Wrap-up
 - 1. How did Darwinism contribute to the development of Lombroso’s ideas and the beginnings of Criminal Anthropology?
- E. Homework Introduction

Discussion Questions

Gould, "The Politics of Evolution", pp. 15-20

1. What is the Theory of Recapitulation?
2. How was the Theory of Recapitulation exported to other fields?
3. How do children in our society act?
4. What negative or positive connotations does "acting like a child" have for our society? Bad habits / Good habits?
5. What is the significance of posture?

6. According to Lombroso, who is the born criminal? (Characteristics, etc.)

7. What were the goals of the Italian criminal anthropologists?

8. What “crimes” do animals commit?

9. What is “atavism”?

10. What traits of criminals and children did Lombroso catalogue?

Discussion Questions

Gould, "The ape in some of us: criminal anthropology", pp. 122-45

1. How are apes and criminal man similar in Lombroso's eyes?
2. What is "the ape" in some of us?
3. How was the human body measured?
4. What social traits did Lombroso attribute to criminals?
5. What were some influences of Lombrosian criminal anthropology?
6. Do you think Lombrosian criminal anthropology was a science? Why or why not?
7. How were the ideas of Lombroso received by other sectors in society?

Unit II: Biological Typing – The Criminal

Lesson Plan: Day 8

I. Materials

- A. Reading: Gould, *The Mismeasure of Man* Ch 4 “Measuring Bodies” Section: “The ape in some of us: criminal anthropology”, pp. 122-45
- B. Handout – Gould Reading
- C. Copies – Handout for Thomas, Frank & Doyle Readings

II. Homework: Thomas, “The Fingerprint of the Foreigner: Colonizing the Criminal Body in 1890s Detective Fiction and Criminal Anthropology”, pp. 655-683; Frank, “The Hound of the Baskervilles, the Man on the Tor, and a Metaphor for the Mind” Excerpts; Doyle, “The Hound of the Baskervilles”, Excerpts Complete Handout

(Excerpt in Course Packet includes:

Thomas, Paragraphs 1, 3, 7, 8, 9, 10, 11, 16, 17, 24, 25, & 26

Frank, pp. 336-346

Doyle, Chapters 1, 3, 7, & 15)

III. Week 4: Biological Typing in Criminal Anthropology

A. Paper Proposal / Proposals due next week!

- 1. Model Proposal
- 2. Discussion
 - a. Be specific about what you want to research
 - b. Review description in syllabus
 - c. Questions?

B. Topic: Lombroso and Physical Traits

C. Discussion: Gould, “The ape in some of us: criminal anthropology”

- 1. Small Group Work
 - a. Groups of 3-4 Students
 - b. Discuss answers for questions together and take notes
 - c. Graded on collaboration efforts (participation grade today)
 - d. (Note if someone hasn't completed assignment)
- 2. Large Group
 - a. Discussion based on which questions students had difficulty with and remaining holes

D. Wrap-up

- 1. What exactly is biological typing?
- 2. How was it introduced into Criminal Anthropology by Lombroso?
- 3. What are the implications of accepting what Lombroso professes?

E. Homework Introduction

Discussion Questions

Thomas, "The Fingerprint of the Foreigner: Colonizing the Criminal Body in 1890s Detective Fiction and Criminal Anthropology"

Frank, "The Hound of the Baskervilles, the Man on the Tor, and a Metaphor for the Mind"

Doyle, "The Hound of the Baskervilles"

Thomas Excerpts

1. In what ways are tenets of Criminal Anthropology reflected in the cases of Sherlock Holmes?
2. What part of society does Sherlock Holmes represent? Why is this significant?

Frank Excerpts

3. What do Holmes and Watson represent for the society that overwhelmingly embraced them?
4. How does science influence how Holmes and Watson work through their cases?

Doyle Excerpts

As you read "The Hound of the Baskervilles," make note of examples that address:

A. The role and form of science -

B. Holmes and Watson as representations of society -

Unit II: Biological Typing – The Criminal

Lesson Plan: Day 9

I. Materials

- A. Readings: Thomas, “The Fingerprint of the Foreigner: Colonizing the Criminal Body in 1890s Detective Fiction and Criminal Anthropology”, pp. 655-683; Frank, “The Hound of the Baskervilles, the Man on the Tor, and a Metaphor for the Mind” Excerpts; Doyle, “The Hound of the Baskervilles”, Excerpts
- B. Handout – Thomas, Frank and Doyle Handout
- C. Copies – Handout for Wetzell reading

II. Homework: Wetzell, Inventing the Criminal “The Origins of Modern Criminology”, pp. 15-31

Complete Handout

Reminder: Paper Proposal Assignment due next class period!

III. Week 5: Linking the Scientific Community to Society

- A. Discussion: Using Blackboard
 - 1. Demonstration / Explanation of Assignments
- B. Topic: Doyle’s, “The Hound of the Baskervilles”
- C. Detective Activity
 - 1. Small Groups of 4-5 Students
 - 2. Using Detective Prowess...
 - a. Use the Chapters from “Baskervilles”, the secondary literature and your discussion handout
 - b. Find as many parallels in the story to society and science as possible
 - c. Develop a summary, chart, list, graphic, pictures (be creative) which organizes elements of representation in the story with their counterparts in science or society
 - 3. Small groups present their findings
- D. Wrap-up
 - 1. How can literature reflect society?
 - 2. How is science or society reflected in popular literature today?
- E. Homework Introduction

Discussion Questions

Wetzell, *Inventing the Criminal* “The Origins of Modern Criminology”, pp. 15-31

1. What factors in Germany lead to the development of Criminology?
2. What/who were the precursors in the medical field to biological typing in Criminology?
3. What is moral insanity and how does it play a role in criminal typing?
4. How was moral insanity quantified?
5. Who were the criminal classes?
6. What categories of criminals did Lombroso propose?
7. Do we have “criminal classes”?

Unit II: Biological Typing – The Criminal

Lesson Plan: Day 10

I. Materials

- A. Readings: Wetzell, “The Origins of Modern Criminology”, pp. 15-31
- B. Handout – Wetzell Handout
- C. “M” Video
- D. “M” Handout

II. Homework: Peer Feedback Assignment #1

III. Week 5: Linking the Scientific Community to Society

- A. Discussion: Criminology in Germany and Austria
 - 1. Short Discussion of questions on handout
 - 2. Transition: Idea of criminal classes filtering into film/lit
- B. Pre-viewing Activity for Film
 - 1. Individual exercise
 - a. Take a piece of scratch paper
 - b. You have 1 minute to write down anything you associate with the word I’m about to say...”Villain”
 - 2. Associogram Exercise
 - a. Students share what they wrote
 - b. I write them on the board
 - 3. Info Blurb on Film – Vital Statistics
- C. Film “M”: Viewing Part I
 - 1. Give “M” Handout
 - 2. Emphasize using questions as frame / take notes
- D. Homework Introduction
 - 1. Look at Syllabus guidelines
 - 2. Review what needs to be done
 - 3. Example of peer feedback
 - 4. Don’t forget to hand in your paper proposal assignment
 - 5. E-mail if you have trouble with Blackboard

“M”
Fritz Lang (1931)

Elsie Beckmann-

Mrs. Beckmann-

Superintendent Lohmann-

Hans Beckert-

Biological Typing of the Criminal –

Symbols of Madness –

Authority / Power– (who has it?)

Reaction in Society -

Criminal Investigation – (+biological aspects)

“M” Symbolism –

Symbolism in Vigilante Court-

Significance of mother’s last statement –

Unit II: Biological Typing – The Criminal
Lesson Plan: Day 11

I. Materials

- A. My “M” Handout
- B. “M” Video
- C. Extra “M” Handouts
- D. Return Paper Proposals

- II. Homework: Allen, “The biological basis of crime: An historical and methodological study”, pp. 183-222
Complete Précis #2

III. Week 6: Evidence of the Legacy of Criminal Typing

- A. Film “M”: Viewing Part II
 - 1. Reminder to use “M” Handout
 - 2. Watch rest of Video
- B. Discussion: Symbolism and Criminal Typing in “M”
 - 1. Discuss Film and Handout
 - 2. How is the plot and symbolism of the film significant?
 - 3. Any contemporary films from Hollywood like this?
 - 4. Would this be a popular plot today?
- C. Discussion: Bibliographic Searches / Search Assignment due next week!
 - 1. Large Group Discussion
 - a. How do you approach when you have a paper due?
 - b. Guidance for researching a topic
- D. Homework Introduction
 - 1. Second Précis #2
 - 2. Give suggestions based on past précis assignment

Unit II: Biological Typing – The Criminal
Lesson Plan: Day 12

I. Materials

- A. Reading: Allen, “The biological basis of crime: An historical and methodological study”, pp. 183-222

II. Homework: Gould, “The Politics of Evolution”, pp. 25-30

III. Week 6: Evidence of the Legacy of Criminal Typing

A. Discussion: Criminal-Typing: Alive and Well in Contemporary Society

1. Small Group Work (2-3 Students)
2. Discuss your précis with your group-mates
3. Make changes based on small group work if you want
4. Large Group Discussion
 - a. Volunteer group to start
 - b. Pair their work with other similar précis and discuss their points as a large group
 - c. Fill in gaps, if necessary / Issues to discuss
 1. Gene research
 2. Heredity – Criminality = strong genetic trait
 3. Eugenics – Galton
 4. Environment – Davenport
 5. Alien Crime & Immigration – Laughlin
 6. Fudging Statistics – We’re still doing it!
 7. Hooton’s Analysis – Bio-typing works
 8. XYY Syndrome - Criminality

B. Wrap-Up

1. Final Summary of Unit – Darwinism, Lombroso, Lit , Film, Contemporary

C. Homework Introduction

1. Gould, “The Politics of Evolution”, pp. 25-30
2. Collect Précis Assignment

Quizzes

The unit quizzes (10% of final grade) take the form of pop-quizzes, if I find that students are not completing the readings and assignments. If there is no need during the semester to give pop-quizzes, periodic quiz “assignments” are given either as take-home assignments or group work in class. Typically, pop-quizzes consist of having to complete one or two questions from the handout given as homework.

Pop-Quiz Example:

Answer two of the three questions below as completely as possible based on the reading: Gould, “The Politics of Evolution”, pp. 15-20.

2. How was the Theory of Recapitulation exported to other fields?

6. According to Lombroso, who is the born criminal? (Characteristics, etc.)

10. What traits of criminals and children did Lombroso catalogue?