**Department of History**

**HIST 3140 DE, Fall 2016**

**Witch-Hunts and Popular Culture**

**Instructor**: Dr. Sierra Dye

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**Teaching Assistants:**

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**Website**: courselink.uoguelph.ca

**Exams**: N/A

**Office Hours & Classroom:** N/A. This is an online course and no physical classroom or office will be used. To contact your professor, please email sdye@uoguelph.ca.

**Course Overview:**

This course examines the Scottish experience of one of the most compelling and dramatic phenomena in the history of early modern Europe: the witch-hunts. In the years between the fifteenth and eighteenth centuries, thousands of Europeans, most of them women, were prosecuted, and in many cases executed, for the crime of witchcraft. During the period covered in this course, Scotland experienced relatively large numbers of such prosecutions and executions given the size of its population. The study of this phenomenon can tell us much about the lives of Scottish people during this period. It can give us insight into their religious beliefs, economic lives, concepts of gender, and the ways in which they tried to maintain order in their communities. By focusing on one country we can come to a deeper understanding of some of the factors which lead to periods of persecution, both in early modern Europe and in modern times.

One of the most exciting aspects of the study of the witch-hunts is that it allows us a view of ‘history from below’. Our study of the past is dependent on the sources left for us to examine, and inevitably the majority of the sources that have survived tend to pertain to the minority of the population at the top of the social hierarchy. The study of witch-hunts, while by no means ignoring society’s elite, allows us a glimpse into the lives of those people who formed the majority of the population but who have left us with relatively few records regarding their beliefs and daily lives, making the witch-hunt an excellent topic through which historians can discover more about the early modern period.

**Course Description:**

This course will explore the phenomenon of the 'witch-hunts' in early modern Europe through a focus on Scotland in the period 1560-1700. In addition to placing the witch-hunts in their historical context by providing students with the background to Scotland’s political, religious, and social history in the early modern period, the course will introduce students to the considerable body of historical writing on the subject of the witch-hunts and give them hands on experience with primary source documents in order to discuss specific witch trials themselves. Popular and elite conceptions of witchcraft will be explored, as well as gender history.

**Note:** This is an online course and all materials, quizzes, and assignments will be submitted through Courselink. There are no office hours and no physical class room space for meeting. Discussions will be conducted online as well. You must have consistent access to the internet in order to complete this course.

**Required Texts and Readings:**

## \*Required Textbook

Title: Witch-Hunting in Scotland: Law, Politics and Religion  
Author(s): Brian P. Levack  
Edition / Year: 2008  
Publisher: New York; London: Routledge

**Required**: eReserve Readings (available online through Courselink)

## Course Website: The central component is the **online course material**, found on this website under the Unit tabs. This material will guide you through each of the units, and provide background information. It will provide examples and exercises to work through in order to teach you the skills that you will apply in the assignments. The online course material will also outline the goals and learning outcomes for each unit and provide a unit self-assessment once each unit has been completed.

**Course Evaluation**

Your final grade in this course will be determined by your grades on the following assignments. The breakdown of marks for this course is outlined in the table below. Select the **Assignments** link to review the details about each assignment listed in the course evaluation table. Note: **There is no final examination for this course.**

**Assignments**

Quizzes (5 @ 1% each; due at the end of each unit): 5%

Unit Discussions (Units 02 and 05: 15% each): 30%

Short Essay Outline (Unit 3): 10%

Short Essay (Units 3 & 4): 20%

Major Essay (Unit 6): 30%

Final Discussion (Unit 06): 5%

Total: 100%

A course week starts on Monday and ends on Sunday. Due dates for assignments are available on the Schedule.  
  
\*Unless otherwise stated, all assignments are due **Fridays by 11:59 p.m. (EST)** of the week in which they are due. Specific due dates and assignment descriptions can be found on the course website in the **Assignments** and **Schedule** sections respectively. All written assignments are to be submitted to the **Dropbox** located on the **Navbar** of the course website.

**Course Structure:**

This course is divided into six units, each with a primary focus on a different aspect of the witch-hunts in early modern Scotland. However, the course has been designed as a coherent whole, with each unit building on those before it, to allow you to examine the topic as a professional historian would approach it.

* **Unit 01:**Introduction/Scotland, 1560-1700 (Week 1)
* **Unit 02:** Interpreting the Witch-hunts (Weeks 2 and 3)
* **Unit 03:** Contextualizing the Witch Trials: Religion, Politics, and Social Change (Weeks 4 and 5)
* **Unit 04:** *Daemonologie*, Fairies and Cunning Folk: Popular and Elite Conceptions of Witchcraft (Weeks 6 and 7)
* **Unit 05:** Gender and the Witch Trials (Weeks 8 and 9)
* **Unit 06:** Putting it All Together: The Trials of Thomas and Jane Weir (1670) (Weeks 10 through 12)

The nature of the distance education format this course operates through is that you need to take an active role in digesting the information given to you. The textbook and selected readings on eReserve provide you with the background and overview material you need. Just as each unit builds upon those preceding it, the exercises and assignments in this course also build upon one another, and you are expected to apply skills from previous exercises and assignments as you progress.

The aim is not only to teach you how historians prepare and equip themselves to interpret elements of the past, but to provide you with the necessary tools to allow you to practice history and present your own conclusions on the topic under consideration with confidence and clarity.

**What to Expect in This Course:**

As many of you may not have taken a history course before, you should be aware that the workload of a third year history class is quite heavy. **Distance Education formats of history courses maintain the same level of expectations in regard to workload as regular University classes.** Although Witch-hunts and Popular Culture can be a very interesting and rewarding class, you should keep work expectations in mind when deciding whether or not you should take this course. As each assignment builds on previous assignments, you will quickly find yourself lost if you are unable to dedicate enough time to learning the assigned material or if you miss or skip assignments, especially in the beginning of the course. This is not meant to deter anyone from taking the course, rather it is intended to make everyone aware of learning expectations at the beginning of the course so that you can make an informed decision as to whether or not you have a sufficient amount of time available to dedicate to this class.

If you have never taken a history course before, it is recommended that you begin assignments well in advance so that if you have questions about historical context or assignment expectations there is enough time for you to either ask the instructor or discuss your questions/concerns on the course website. Although a general overview of Scottish history from 1560 to1700 is covered in the first unit, it is your responsibility to ensure that you have a broad grasp of the history of the early modern period.

As the workload is fairly heavy, it is essential that you begin work from the first week of the course and participate regularly throughout the semester. **Deadlines will be strictly enforced** to ensure that you will have an adequate amount of time to complete subsequent assignments.

You must complete all assigned course work to obtain a passing grade. It is strongly recommended that you follow the course **Schedule** located in the Navbar. The **Schedule**outlines what you should be working on during each week of the course and lists the important due dates for your assignments. By following the **Schedule**, you will be better prepared to complete your assignments and succeed in this course.

You do not need to have physical access to a library as all course materials are supplied in the course materials or through the University of Guelph library website.

As this is an online course, you must have regular access to the Internet. Course assignments will be completed online and it is mandatory that students check the course website regularly for course updates and instructor’s messages. As the semester progresses, check in with the **News** section located on the course home page regularly for day-to-day information that will help you stay engaged with the course and keep you on track.

Think of the website as your virtual classroom, and get used to coming to class on a regular basis. Log on to the course website as often as needed to keep up with discussions and developments. You are responsible for keeping up to date with all announcements, assignments and class material distributed online.

**Learning Outcomes:**

By the time you have completed the course, you should have achieved the following learning outcomes:

* Demonstrate knowledge of the political, social and ecclesiastical development of Scotland from 1560 to 1700, including major events, people and themes;
* Identify a wide variety of explanations for the phenomenon of the witch-hunts;
* Evaluate and analyze both primary and secondary source materials used in the study of the witch-hunts and, more broadly, early modern Scotland, and employ these sources to create and defend an argument regarding a witch trial.

In addition to these course-specific outcomes, you should also have developed the following skills, which are transferable both to academic endeavours in other disciplines and to activities in the ‘real world’ beyond university:

* Communicate and defend a position in thoughtful discussion on selected topics with your peers;
* Construct organizational guides to assist in the formulation of a thesis statement, supporting points, and evidence;
* Think and write critically, and express thoughts in a clear and concise manner.

The issues examined in this course require you to independently evaluate the context in which the events occurred. The conclusions you reach should be your own rather than those of one of the authors examined in the readings.

In order to help you to meet these course outcomes, each unit contains an outline of unit outcomes and a section for self-assessment. This will allow you to work with these goals in mind and evaluate your progress on a regular basis.

**Course Schedule**

Unit 01: Introduction/Scotland, 1560-1700

Dates: Week 1 (Sept. 8 – Sept. 18)

Readings: Textbook: Chapters 1 & 2

Activities:

* Review Outline, Assignments, and Schedule sections on the course website to learn about course expectations, assignments, and their due dates
* Read Unit 01 on the course website and complete “What do you think?” activities (make sure you read ALL sections: Section I, II, and III).
* Introduce yourself in Introductions discussion (select the Discussions link in the Navbar for details)

Assignments:

* Complete Unit 01 Quiz (select the Quizzes link in the Navbar). Quiz closes on Sunday, Sept. 18, 11:59pm EST.

**Unit 2: Interpreting the Witch-hunts**

Dates: Weeks 2 & 3 (Sept. 19 – Oct. 2)

Readings: eReserve: Unit 02 readings

Activities: Read Unit 2

Assignments:

* Complete Unit 02 Quiz. Closes on Sunday, Oct. 2, 11:59 p.m. EST
* Participate in Unit 02 Discussion   
  Opens: Monday, September 19 at 12:01 a.m. EST  
  Closes: Friday, September 30 at 11:59 p.m. EST

**Unit 3: Contextualizing the Witch Trials**

Dates: Weeks 4 & 5 (Oct. 3 – Oct. 16)

Readings:

* eReserve: Unit 03 readings
* Textbook: Chapters 4 and 6

Activities: Read Unit 03 and complete “Thesis Statement” activity

Assignments:

* Complete Unit 03 Quiz. Closes on Sunday, Oct. 16 by 11:59 p.m. EST
* Submit Short Essay Outline   
  Due: Friday, October 7 by 11:59 p.m. EST
* Continue working on Short Essay (Essay will be due Friday, Oct. 21)

**Unit 4: Daemonologie, Fairies and Cunning Folk: Popular and Elite Conceptions of Witchcraft**

Dates: Weeks 6 & 7 (Oct. 17 – Oct 30)

Readings:

* Textbook: Chapter 3
* eReserve: Unit 04 readings

Activities: Read Unit 04

Assignments:

* Complete Unit 04 Quiz. Closes on Sunday, Oct. 30 at 11:59 p.m. EST
* Submit Short Essay, Due: Friday, October 21 by 11:59 p.m. EST

**Unit 5: Gender and the Witch Trials**

Dates: Weeks 8 & 9 (Oct 31 – Nov. 13)

Readings:

* eReserve: Unit 05 readings
* Course Resources: Malleus Maleficarum (Select Additional Links via Resources link in Navbar) Read The First Part, Question VI   
  *(Tip: Click Table of Contents tab on the Malleus Maleficarium page)*

Activities:

* Read Unit 05
* Review *Daemonologie* and Pitcairn in Unit 04 readings (eReserve)

Assignments:

* Complete Unit 05 Quiz. Closes on Sunday, Nov. 13 at 11:59 p.m. EST
* Participate in Unit 05 Discussion   
  Opens: Monday, October 31 at 12:01 a.m. EST  
  Closes: Friday, November 11 at 11:59 p.m. EST

**Unit 6: Putting it All Together: The Weir Trials**

Dates: Weeks 10, 11, & 12 (Nov. 14 – Dec 2)

Readings:

* Textbook: Chapters 5 and 8
* eReserve: Unit 06 readings

Activities: Read Unit 06

Assignments:

* Submit Major Essay   
  Due: Sunday, November 27 by 11:59 p.m. EST
* Participate in Final Discussion  
  Opens: Monday, November 28 at 12:01 a.m. EST  
  Closes: Friday, December 2 at 11:59 p.m. EST

# Undergraduate Policies and Resources

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp) for information about University of Guelph administrative policies, procedures and services.

## Email Communication

**University of Guelph Degree Students**

As per university regulations, all students are required to check their uoguelph.ca e-mail account regularly: e-mail is the official route of communication between the University and its students.

**Open Learning Program Students**

Check your email account (the account you provided upon registration) regularly for important communications, as this is the primary conduit by which the Open Learning and Educational Support will notify you of events, deadlines, announcements or any other official information.

## When You Cannot Meet Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

**University of Guelph Degree Students**

Consult the [Undergraduate Calendar](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml) for information on regulations and procedures for Academic Consideration.

**Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp) for information on regulations and procedures for requesting Academic Consideration.

## Drop Date

**University of Guelph Degree Students**

The last date to drop one-semester courses, without academic penalty, is indicated in the **Schedule** section of this course website. [See the Undergraduate Calendar for regulations and procedures for Dropping Courses](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml).

**Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](http://opened.uoguelph.ca/en/students/open-learning-program-calendar.asp).

## Copies of Assignments

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

## Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment.

**University of Guelph Degree Students**

Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email [SAS](mailto:sas@uoguelph.ca) or [visit the SAS website](http://www.uoguelph.ca/csd/).

**Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](mailto:jessica.martin@uoguelph.ca). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Director](mailto:jessica.martin@uoguelph.ca) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to “level the playing field” for students with disabilities.

## Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml) is detailed in the Undergraduate Calendar.

## Acceptable Use

The University of Guelph has an [Acceptable Use Policy](http://www.uoguelph.ca/cio/content/aup-acceptable-use-policy), which you are expected to adhere to.

## Copyright Notice

All content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University’s electronic resource licenses.

For more information about students’ rights and obligations with respect to copyrighted works, see [Fair Dealing Guidance for Students](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf).

## Grades

The assignment of grades at the University of Guelph is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students.

**Grading System**

In courses, which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

**Letter Grade**

**Percentage**

| A+ | 90-100 |
| --- | --- |
| A | 85-89 |
| A- | 80-84 |
| B+ | 77-79 |
| B | 73-76 |
| B- | 70-72 |
| C+ | 67-69 |
| C | 64-66 |
| C- | 60-62 |
| D+ | 57-59 |
| D | 53-56 |
| D- | 50-52 |
| F | 0-49 |

## Rights and Responsibilities

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Please consult the Open Learning and Educational Support website for more information on [your rights and responsibilities when learning in the online environment](http://opened.uoguelph.ca/en/students/rights-and-responsibilities.asp).

## Plagiarism Detection Software

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

## Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## Religious Holidays

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made.