



HIST*3140 Witch-Hunts and Popular Culture

Summer 2024

Section: DE 01

Department of History

Credit Weight: 0.50

Course Details

Calendar 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.

Pre-Requisite(s): 7.50 credits

Co-Requisite(s): None

Restriction(s): None

Method of Delivery: Distance Education (asynchronous online)

Note: For more information about how to effectively study and learn via a self-directed, instructor-facilitated Distance Education course, see **Start Here** on the course site, and the Open Ed resource [About Distance Education - UofG OpenEd \(uoguelph.ca\)](https://uoguelph.ca/about-distance-education)

Final Exam

There is no final exam in the course.

Instructional Support

[REDACTED]
Email: [REDACTED]

[REDACTED]
[REDACTED]
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Office Hours via Zoom : Office Hours are booked by appointment. Please email your instructor to request an appointment to meet over **Zoom**. Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

Teaching Assistant(s)

Name: [REDACTED]
Email: [REDACTED]

Name: [REDACTED]
Email: [REDACTED]

Name: [REDACTED]
Email: [REDACTED]

Learning Resources

Required Textbook

Title: Witch-Hunting in Scotland: Law, Politics and Religion
Author(s): Brian P. Levack
Edition / Year: 2008
Publisher: Routledge
ISBN (print): 9780415399432
ISBN (eBook): 9780203089507

You may purchase the textbook at the [Guelph Campus Co-op Bookstore](#) or the [University of Guelph Bookstore](#). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<http://www.bookstore.uoguelph.ca/>

<http://www.bookstore.coop/>

Course Materials

There are no required materials for this course.

Supplementary Materials

This course includes supplementary materials. These materials are meant to supplement the required readings and course content. You can explore the materials at your own pace. To access these materials, select **Content** on the navbar to locate **Supplementary Materials** in the table of contents panel.

Course Website

[CourseLink](#) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the Course Materials and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: libres2@uoguelph.ca

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

Learning Outcomes

Course Learning Outcomes

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 region, 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.

Over the semester, you will be introduced to some of the different ways historians have used the trial records and other primary sources to better understand how and why people hunted witches in Scotland, as well as what these records can tell us about early modern society. You will have a chance to practice and discuss these sources and methods with your discussion groups. By the end of the course, you will have the opportunity to engage in your own historical analysis of a particular witchcraft case study.

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

1. Demonstrate knowledge of the political, social, and ecclesiastical development of Scotland from 1560 to 1700, including major events, people, and themes;
2. Identify a wide variety of explanations for the phenomenon of the witch-hunts;
3. 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; and
4. Utilize and evaluate the benefits and limitations of digital tools and methods in analyzing Scottish witchcraft prosecution.

Teaching and Learning Activities

Method of Learning

This course is designed to be asynchronous, allowing for flexible learning styles and availability. However, you will still need to log in regularly and complete the readings, online content, and assignments each week.

The online unit content and associated activities will represent the “lecture” portion of this class, so you should budget time each week to complete this material. Online activities are designed to expand on this content and may include short video clips, podcasts, interactive exercises, and links to external websites and digital tools.

You will also be expected to complete the assigned readings for each unit, which average about two chapters or articles per week. These readings will provide further perspectives, context, and examples that will help prepare you to complete the assignments in this course. To keep you on track, there will be a quiz on the online content and textbook material at the end of each unit.

Important Note: Please keep in mind that Distance Education formats of history courses maintain the same level of expectations in regard to workload as regular University classes.

As this is a third-year history course, you should plan to complete a fairly substantial amount of reading and writing. Each unit and assignment build on the previous units, so it is important not to skip readings or assignments.

You do not need to have physical access to a library as all course materials are supplied in the course materials, the textbook, 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. You should also plan on checking your **email** regularly for messages and updates from the instructor. As the semester progresses, check in with the **Announcements** 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.

Course Structure

This course is divided into seven 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.

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 **Ares** 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 for Each Unit

Unit 01: Introduction to Scotland, 1560-1700 (Week 1)

In Unit 01 you will be introduced to the historical, social, and legal context of the witch trials. This is a very important unit as it sets up the background for understanding how/when/why the witch hunts occurred in sixteenth- and seventeenth-century Scotland. The material learned in this unit will be used throughout the course as the basis for several assignments, so make sure you take the time to familiarize yourself with this material and take good notes.

Unit 02: Interpreting the Witch-hunts (Weeks 2 and 3)

In Unit 02 we will review some of the major trends in scholarship in witchcraft studies. As you will learn in this course, there are many different ways of “doing history”. Here you will be introduced to the difference between primary and secondary sources, and examine how historians use these sources to investigate the past. First, the online material will give a brief overview of the historiography of Scottish witchcraft; second, you will be asked to read several articles and then analyze the authors’ intentions and approaches to studying the primary documents of the witch trials. You will then discuss this material and the Unit 01 readings with your classmates in an online forum. This unit will help prepare you to evaluate and debate the relative merits of different historical arguments/approaches throughout the course.

Unit 03: Witch-Hunters and Revolutionary Scotland (Weeks 4 and 5)

In Unit 03, we will explore the trial process, rates of prosecution, and people involved in Scotland’s witch-hunts. You will be asked to evaluate three contrasting arguments on the driving forces behind the witch-hunts. Drawing on the contextual information provided in Unit 01 and the historiographical analysis skills built in Unit 02, you will examine and consider the relative merits of these three arguments and decide for yourself which is the most compelling. You will then defend your position in a short essay using evidence drawn from the online material and readings from the first three units.

Unit 04: Popular Culture and Elite Belief (Weeks 6 and 7)

In Unit 04 you will be introduced to some of the types of ‘witch belief’ present in early modern Scotland. What did people believe about witches? What kinds of powers were they believed to be capable of? Examining the differences (and overlap) between popular and elite definitions of witchcraft can tell us a lot about the driving forces behind

the witch trials, but they can also tell us a lot about the people who lived during this period. In this unit you will read about some of the early modern ideas about witchcraft, including demonology, charming, and healing, and will consider how beliefs varied regionally, as well as over time. You will then be asked to apply this understanding in your analysis of primary source documents dating from the witch-hunting period. The material covered in this unit will provide good practice and evidence-building for your final paper, and will also be covered in the discussion in the next unit.

Unit 05: Gender and Witchcraft (Weeks 8 and 9)

In Unit 05 we will discuss the role of gender in witchcraft belief and prosecution. The vast majority of the people tried for witchcraft were women, making gender an important, although contentious, aspect of the witch trials. You will read articles on this topic and then use these themes to analyze and discuss primary source material. NOTE: In this unit you will participate in an online discussion that will cover the material from both Units 04 and 05.

Unit 06: Putting it All Together: Witchcraft in Renfrewshire (Weeks 10 and 11)

In Unit 06 you will use the skills and information you have gathered so far in the course to write your final essay for the class. You will be provided with the information, context, and primary sources for a specific trial in the late seventeenth century. You will then be asked to choose one of the lenses, arguments, or themes we have discussed in the class and apply it to this trial. Using information drawn from the class as a whole, you will analyze, discuss, and defend your thesis.

Unit 07: Remembering the Witch-Hunts (Week 12)

In Unit 07, we will consider what we have learned about the early modern witch trials, and what lessons we can take away moving forward. We may no longer prosecute witches in criminal courts, but the danger of a witch-hunt remains ever present. In your final assignment, you will reflect on the course as a whole by discussing these themes with your group.

Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

Unit 01: Introduction to Scotland, 1560-1700

Week 1 – Thursday, May 9 to Sunday, May 19

Readings

- Textbook: Chapters 1 & 2

Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar.
- Review **Outline** and **Assessments** on the course website to learn about course expectations, assessments, and due dates.
- Complete the **Course Pre-Quiz**, available through the **Quizzes** tool
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar.
- Read Unit 01 and complete all exercises
- Explore the Scottish History [Timeline](#)

Assessments

- Introduction Discussion
 - Availability: Thursday, May 9 at 12:01 AM ET to Sunday, May 19 at 11:59 PM ET
- Unit 01 Quiz, available in the **Quizzes** tool
 - Availability: Monday, May 13 at 12:01 AM ET to Sunday, May 19 at 11:59 PM ET

Unit 02: Interpreting the Witch-Hunts

Weeks 2 & 3 – Monday, May 20 to Sunday, June 2

Readings

- Liv Helene Willumsen, “A Narratological Approach to Witchcraft Studies: A Scottish Case,” *Journal of Early Modern History* 15, issue 6 (2011): 531-560.
- Lauren Martin, “The Witch, the Household, and the Community: Isobel Young in East Barns, 1580-1629,” in *Scottish Witches and Witch-Hunters*, ed. Julian Goodare, pp. 67-84 (Palgrave Macmillan, 2013).
- John Young, “The Scottish Parliament and Witch-Hunting in Scotland under the Covenanters,” *Parliaments, Estates, and Representation* 26 (2006): 53-66.

Activities

- Read Unit 02 and complete all exercises

Assessments

- Unit 02 Discussion
 - Availability: Monday, May 20 at 12:01 AM ET to Friday, May 31 at 11:59 PM ET

- Unit 02 Quiz, available in the **Quizzes** tool
 - Availability: Monday, May 20 at 12:01 AM ET to Sunday, June 2 at 11:59 PM ET
- Begin working on Essay 1
Due: Monday, June 17 by 11:59 PM ET

Unit 03: Witch-Hunters and Revolutionary Scotland

Weeks 4 & 5 – Monday, June 3 to Sunday, June 16

Readings

- Textbook: Chapters 4 & 6
- Julian Goodare, “Witch-Hunting and the Scottish State,” in *The Scottish Witch-Hunt in Context*, ed. J. Goodare, pp. 122-145 (Manchester University Press, 2002).
- Stuart Macdonald, “Creating a Godly Society: The Witch-Hunters of Fife,” in *The Witches of Fife: Witch-Hunting in a Scottish Shire, 1560-1710*, pp. 169-194 (East Linton, 2001).

Activities

- Read Unit 03 and complete all exercises
- Explore the [Survey of Scottish Witchcraft](#)
- Complete the SMART Thesis Exercise

Assessments

- Unit 03 Quiz, available in the **Quizzes** tool
 - Availability: Monday, June 3 at 12:01 AM ET to Sunday, June 16 at 11:59 PM ET
- Continue working on Essay 1 (due at beginning of following unit on Monday June 17 at 11:59PM ET)

Unit 04: Popular Culture and Elite Belief

Weeks 6 & 7 – Monday, June 17 to Sunday, June 30

Readings

- Textbook: Chapter 3
- Michelle Brock, “The Devil as Master,” in *Satan and the Scots: The Devil in Post-Reformation Scotland, c. 1560-1700*, pp. 149-176 (Ashgate, 2016).

- Lizanne Henderson, “Witch, Fairy, and Folktale Narratives in the Trial of Bessie Dunlop,” in *Fantastical Imaginations: the Supernatural in Scottish History and Culture*, ed. Lizanne Henderson, pp. 141-166 (East Linton, 2009).
- James I, King of England, *Daemonologie in forme of a dialogue, diuded into three bookes* (Robert Walde-Grave, 1597). Project Gutenberg EBook.
 - Read pp. x-xv; 1-18; 31-55; 73-77.

Activities

- Read Unit 04 and complete all exercises
- Watch the [NLS video](#) on Witchcraft Sources
- Explore the [Witches Interactive Map](#)
- Practice with Primary Sources: Newes from Scotland

Assessments

- Submit Essay 1 due Monday, June 17 by 11:59 PM ET
- Unit 04 Quiz, available in the **Quizzes** tool
 - Availability: Monday, June 17 at 12:01 AM ET to Sunday, June 30 at 11:59 PM ET

Unit 05: Gender and Witchcraft

Weeks 8 & 9 – Monday, July 1 to Sunday, July 14

Readings

- Textbook: Chapter 5
- Sierra Dye, “To Converse with the Devil? Speech, Sexuality, and Witchcraft in Early Modern Scotland,” *International Review of Scottish Studies* v. 37 (2012): 9-40.
- Julian Goodare, “Men and the Witch-Hunt in Scotland,” in *Witchcraft and Masculinities in Early Modern Europe*, ed. Alison Rowlands, pp. 149-170 (Palgrave Macmillan, 2009).
- Robert Pitcairn, “Confessions of Issobell Gowdie,” in *Ancient Criminal Trials in Scotland; compiled from the Original Records and MSS with Historical Illustrations, etc.* Vol. 3, Part 2 (Edinburgh: Bannatyne Club, 1833), pp. 602-616.

Activities

- Read Unit 05 and complete all exercises
- Listen to BBC podcast *Witch-Hunt* episode “[Quarrels, Women, and Bad-Magic](#)”

- Practice with Primary Sources: the Malleus Maleficarum

Assessments

- Unit 05 Discussion
 - Availability: Tuesday, July 2 at 12:01 AM ET to Friday, July 12 at 11:59 PM ET
- Unit 05 Quiz, available in the **Quizzes** tool
 - Availability: Tuesday, July 2 at 12:01 AM ET to Sunday, July 14 at 11:59 PM ET
- Begin working on Essay 2
Due: Friday, August 2 by 11:59 PM ET

Unit 06: Putting it all Together: Witchcraft in Renfrewshire

Weeks 10 & 11 – Monday, July 15 to Sunday, July 28

Readings

- Textbook: Chapter 8
- Glanvill, Joseph. "The confessions of certain Scotch Witches, taken out of an authentick copy of their Trial at the Assizes held at Paisley in Scotland, Feb. 15 1678. Touching the bewitching of Sir George Maxwel." *Saducismus triumphatus, or, Full and plain evidence concerning witches and apparitions in two parts: the first treating of their possibility, the second of their real existence.* (London : Printed for J. Collins and S. Lownds: 1681), pp. 291-300.
- George Sinclair, "Touching the troubles which Sir George Maxwell of Pollock met with from the devil and his hags." *Satan's Invisible World Discovered* (1685), pp. 1-18.
- J. Mitchell and Jn. Dickie, *The Philosophy of witchcraft* (Murray and Stewart, 1839). pp. 151-171).
- Robert Law, *Memorialls, or, Memorable things that fell out within this island of Brittain from 1638 to 1684* (Scotland: A. Constable, 1819), pp. lxxiv-lxxvii; 110-111, 120-128.

Activities

- Read Unit 06 and complete all exercises

Assessments

- Unit 06 Quiz, available in the **Quizzes** tool

- Availability: Monday, July 15 at 12:01 AM ET to Sunday, July 28 at 11:59 PM ET
- Continue working on Essay 2 (due Friday, August 2 at 11:59 PM ET)

Unit 07: Remembering the Witch-Hunts

Week 12 – Monday, July 29 to Friday, August 2

Readings

- Textbook: Chapter 9 (suggested)

Activities

- Read Unit 07 and complete all exercises

Assessments

- Final Discussion
 - Availability: Monday, July 29 at 12:01 AM ET to Friday, August 2 at 11:59 PM ET
- Essay 2 due Friday, August 2 by 11:59 PM ET

Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

Table 1: Course Assessments

Assessment Item	Weight	Learning Outcomes
Quizzes (6)	10%	1 and 2
Intro and Final Discussions (2)	10%	2
Unit Reading Discussions (2)	30%	2, 3, and 4
Essay 1	20%	1, 2, 3, and 4
Essay 2	30%	1, 2, 3, and 4
Total	100%	1, 2, 3, and 4

Assessment Descriptions

Course Pre-Quiz (Bonus)

Before you begin Unit 01, please complete the **Course Pre-Quiz**. The Course Pre-Quiz will test you on your familiarity with the expectations of this course. To prepare, please review the **Course Outline** and the **Assessments** on Courselink and explore the course website. The pre-quiz is optional and ungraded, but is worth a bonus mark of 1% towards your final grade if you complete the quiz with 100%. You may take this pre-quiz as many times as you need to achieve this score.

Once you have completed the pre-quiz, please review your score and feedback to make sure you understand the course expectations. The pre-quiz will remain open for the entirety of the course, but you are encouraged to complete this in Unit 01 to make sure you are prepared for the course.

Quizzes

There will be six (6) graded, multiple-choice quizzes in Units 01 to Unit 06 – there is no quiz in Unit 07. At the end of each unit, there will be a quiz based on the textbook readings and online content presented for that unit. The quizzes will not test you on the **Ares** readings.

Each quiz is worth **2%** of your final mark; the quiz with the lowest mark will be dropped.

You will have 15 minutes to complete the quiz; only one attempt will be allowed.

Each quiz will open at the beginning of the unit (Monday at 12:01 a.m. ET) and close at the end of the unit (Sunday at 11:59 p.m. ET). Please see the Outline for specific dates for each unit.

Discussions

Introduction Discussion (Unit 01): In this first discussion assignment, you will have the chance to introduce yourself and meet your fellow group members. You will be expected to post a brief introduction and response, as well as participating in a group discussion about witches and witchcraft.

Unit 02 Discussion: In this assignment, you will participate in an online discussion with your assigned group regarding the unit content and readings assigned for **Units 01 and 02**. It is expected that you will engage in a discussion of the various perspectives put forth by the members of your group. Feel free to question their interpretation and to defend or alter your own. Be sure to be respectful of others' opinions. You will be required to use the course materials in both your initial post and your two responses to your fellow group members.

Unit 05 Discussion: This discussion assignment covers the online content and readings from **Units 04 and 05** and is designed to help you work through both the contemporary elite and popular conceptions of witchcraft, as well as to discuss the meaning and role of gender in the witch trials. You will also consider and discuss the usefulness of digital tools in researching the witch-hunts. This discussion is intended to

help you learn to develop and support an analytical, critical, and historically contextualized argument and to engage in thoughtful debate with your peers.

Final Discussion (Unit 07): In this Final Discussion, you will have the opportunity to review some of the themes and concepts we have discussed in the course, engage with your peers, and offer feedback on particular points or issues. At the end of every class, you should be able to ask yourself not only what have I learned, but also why is this important? The witch-hunts were not an isolated event, but part of a larger historical context, and we continue to deal with some of the same issues that played a role in witch-hunting even today. In this discussion, you will be asked to reflect on what we have learned throughout the course and engage in thoughtful debate with your peers in response to the posted questions.

Essays

Essay 1: In this assignment, you will be asked to read, select, and defend one of three positions on the relative importance of local, state, or religious elites in the trials of the 1630s and 40s. Using the material and readings covered in **Units 01 through 03**, you will be asked to provide a clear description of the background of the events that took place between 1638 and 1651. Then, using one of the approaches discussed above, you will discuss how the events of the 1640s related to the rise in witchcraft prosecution during this period, specifically emphasizing the role of either local, state, or religious authority in the trials. Using information from the sources above, as well as from the primary source, “The National Covenant” (see **Unit 01**), you will need to defend your argument about why one of these particular groups played the most important role in encouraging or discouraging witch-hunting during this period. Be sure to include not only the information that supports your interpretation of the events, but also to acknowledge and address the counter-arguments of the opposing perspectives.

Essay 2: In your second essay you will demonstrate the knowledge and analytical skills you have gained in the course in order to address the question of ‘what was going on’ in the trials of six witches in Renfrewshire. You are to select one or more of the methodological frameworks that we have covered in this course (e.g., comparisons of elite and popular belief; analysis of gender; discussions of local, state, and religious authority) and apply it to these trials. You do not need to conduct any outside research for this assignment, but you should be using the articles and readings from throughout the course to support your argument with scholarly secondary source research. Using the primary source material covered in **Unit 06** as well as in previous units, you will be expected to make a clear argument demonstrating how these sources can be used to tell us more about early modern Scottish witch-hunting and society.

Please be sure to review the assignment instructions and requirements by selecting **Content** on the navbar to locate **Assessments** in the table of contents panel.

Course Technology Requirements and Technical Support

CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

Interactive Map Requirements

In this course you will access external digital tools such as the [Survey of Scottish Witchcraft](#) and [interactive mapping feature](#). To access these, you will need to use an up-to-date browser. Please note that these sites will usually work best using a desk-top or laptop computer. An internet connection is required.

Microsoft Teams Requirements

This course may use Microsoft Teams as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](#) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

Zoom Requirements

This course may use **Zoom** as a video communication tool. A Webcam, headphones/speakers may be needed. Review the [Zoom information for students \(uoguelph\)](#) to ensure that your computer meets the technical requirements.

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

<https://support.opened.uoguelph.ca/students/courselink/tools/content/zoom>

Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);

- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Access and navigate external databases, maps, and digital tools such as the Survey of Scottish Witchcraft
- Perform online research using various search engines (e.g., Google) and library databases.

Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

CourseLink Support

University of Guelph

Day Hall, Room 211

Email: courselink@uoguelph.ca

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

Phone/Email Hours (Eastern Time):

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

Course Specific Standard Statements

Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.

- **Main Class Discussion Board:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor a private message by email. The instructor will respond to your email within 48 to 72 hours.
- **Online Meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

Netiquette Expectations

For distance education 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.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and

- Recording lectures without the permission of the instructor.

Submission of Assignments to Dropbox

All essay assignments for this course should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommends you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your work.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by **5% per day** after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

Late Policy for Discussions: As with an in-person discussion, you cannot participate after everyone has left the room. Therefore, there are no extensions on discussion assignments. If there are extenuating circumstances that prevent you from completing the discussion, please contact your instructor for consideration for an alternate assignment.

Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website.

Your instructor will have grades posted online within 2 weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

Rights and Responsibilities When Learning Online

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.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that you will be able to educate and empower yourself in preventing academic misconduct. In this course, you may screen your own essay assignments through Turnitin as many times as you wish in the **Essay Turnitin Draft Dropbox** before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Assignments submitted to the **Essay Turnitin Draft Dropbox** will not be included as source documents in the Turnitin.com reference database.

Artificial Intelligence and ChatGPT

Please be aware that the use of ChatGPT and other AI content-writing programs is not allowed in HIST*3140*DE for any assignment, including discussions. AI is a powerful tool and can be of (limited) use in some circumstances, but it is not appropriate as a substitute for your own original analysis and writing. Grammar and spelling checkers are allowed, but any assignments identified as being written (in part or in whole) by AI may be referred for discipline for breach of academic integrity and conduct. This will ensure fairness for the class as a whole, but also will benefit you by ensuring that you have every opportunity to develop the skills to be successful scholars both in and beyond the classroom.

University Standard Statements

University of Guelph: Undergraduate Policies

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](#) 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](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Email Communication

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.

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](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

Drop Date

University of Guelph Degree Students

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://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/student-resources/open-learning-program-calendar>

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

University of Guelph Degree Students

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](#) or visit the [Accessibility Services website](#).

accessibility@uoguelph.ca

<https://wellness.uoguelph.ca/accessibility/>

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Open Learning program Counsellor](#). 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 Open Learning program Counsellor](#) 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.

<mailto:counsellor@OpenEd.uoguelph.ca>

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](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Copyright Notice

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, review [Fair Dealing Guidance for Students](#).

<https://www.lib.uoguelph.ca/about/policies/fair-dealing-policy>

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.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).