HIST*3140DE
Witch-hunts and Popular Culture
Course Outline

Winter 2016
Department of History
College of Arts

Instructor Contact

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Course Information

Course Title: Witch-hunts and Popular Culture
Pre-Requisites: 7.50 credits
Co-Requisites: None
Restriction(s): None
Credits: 0.50
Course Website (If applicable): CourseLink
Method of Delivery: Distance Education, Fully Online

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.

Course Description

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 focussing 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 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.

About Your Instructor

Dr. Elizabeth Ewan is Professor of Scottish Studies and History in the History Department and the Centre for Scottish Studies at the University of Guelph.

After completing her BA at Queen's University at Kingston, Dr. Ewan did a PhD in Scottish History at the University of Edinburgh where she studied everyday life in fourteenth-century Scottish towns. Dr. Ewan has written about women in Scotland 1100-1750, the medieval and early modern Scottish family, and children and youth in premodern Scotland. Her current research looks at crime and gender in medieval and early modern Scotland. She also maintains a website [WISH (Women in Scottish History)](#).

To find out more about Professor Elizabeth Ewan, [visit her personal website](#).

Method of Learning

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 in the course reader 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.

Learning Resources

Required Textbook(s)

Title: Witch-hunting in Scotland: Law, Politics and Religion
Author(s): Brian P. Levack
Edition / Year: 2008
Publisher: Routledge: New York; London
ISBN: 9780415399432

Brian Levack is an American scholar who has authored and edited several works on the witch-hunts in early modern Europe. Though the textbook primarily deals with Scotland, it also locates Scottish witch-hunting in the wider context of early modern witch-hunting in Britain and elsewhere, comparing witchcraft prosecutions in Scotland with England (in particular) and elsewhere. It is a valuable source for descriptions of those features of Scottish culture, politics, religion and society that Levack believes produced a differing approach to witchcraft than seen elsewhere. The textbook will often serve to introduce some of the general themes that you will then work through in examinations of events in Scotland.

Title: HIST*3140DE Witch-hunts and Popular Culture Course Reader
Author(s): Distance Education
Edition / Year: Revised March 2013
Publisher: University Printing Services
ISBN: 9780901023742

The Course Reader includes a series of articles and chapters from other books and journals written by a variety of scholars studying the witch-hunts in the early modern period. These selections are not intended to be taken as 'the facts' on any particular aspect of the course material, but are rather intended to provoke you to think about a particular issue in a new light and help you to reach your own conclusions. Please note: apart from names, dates and generally accepted figures, there are no absolutely right or wrong answers in the study of history, only answers or interpretations that have

varying degrees of support in terms of the available evidence. Please do not ever feel that your answers must agree with the instructor's interpretations of events or with those of any of the authors presented in the readings. Provided you can construct a reasonable case and provide good evidence to support it, your interpretations are as valid as anyone else's.

You may purchase the textbook(s) at the [University of Guelph Bookstore](#) or the [Guelph Campus Co-op Bookstore](#).

Required Online Resource

[Writing History Essays](#) by the University of Guelph History Department

The Writing History Essays handbook is designed to provide you with some clear guidelines of how this work is to be presented. Follow the guidelines that are set out within it when presenting your work. As a part of these guidelines, all references are to be properly cited when you are handing in assignments for evaluation. Failure to do so constitutes plagiarism, which is a serious academic offence.

Recommended Reading

By no means required, but if you would like additional reading, the previous textbook for this course may be of interest:

Title: The Witch-Hunt in Early Modern Europe
Author(s): Brian P. Levack
Edition / Year: 3rd edition, 2008
Publisher: London: Longman

eReserve

For this course you will be required to access electronic resources through the University of Guelph McLaughlin Library. To access these items visit the eReserve link in the top navigation bar. 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 e-Learning and Reserve Services Staff at:

Tel: [519-824-4120 ext. 53621](#)
Email: [libres2@uoguelph.ca](#)
Location: McLaughlin Library, First Floor, University of Guelph

Schedule: Week 1

Unit 01: Introduction/Scotland, 1560-1700

Required Reading

Website:

Unit 1 Content

Textbook:

Chapters 1 & 2

Activities

Introductory Discussion

Schedule: Weeks 2 & 3

Unit 02: Interpreting the Witch-hunts

Required Reading

Website:

Unit 2 Content

Reader:

Unit 2 Readings

Assignments

Discussion (Assignment 1)

Schedule: Weeks 4 & 5

Unit 03: Contextualizing the Witch Trials: Religion, Politics, and Social Change

Required Reading

Website:

    Unit 3 Content

Reader:

    Unit 3 Readings

Assignments

    Short Essay Outline (Assignment 2)

Schedule: Weeks 6 & 7

Unit 04: *Daemonologie*, Fairies and Cunning Folk: Popular and Elite Conceptions of Witchcraft

Required Reading

Website:

Unit 4 Content

Textbook:

Chapters 3 & 7

Reader:

Unit 4 Readings

Assignments

Short Essay (Assignment 3)

Schedule: Weeks 8 & 9

Unit 05: Gender and the Witch Trials

Required Reading

Website:

Unit 5 Content

Reader:

Unit 3 Readings

Review Unit 4 Readings *Daemonologie* and *Pitcairn*

Resources:

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

Assignments

Discussion (Assignment 4)

Schedule: Weeks 10, 11 & 12

Unit 06: Putting it all Together: The Trials of Thomas and Jane Weir (1670)

Required Reading

Website:

Unit 6 Content

Textbook:

Chapters 5 & 8

Reader:

Unit 6 Readings

Assignments

Major Essay (Assignment 5)

Course Evaluation

Your final grade in this course will be determined by your grades on five assignments. You must complete all parts of all assignments of the course to obtain a passing grade. 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.

Table 1: Course Evaluation

*Assignments	Value
Assignment 1: Unit 02 Discussion	15%
Assignment 2: Short Essay – Outline	10%
Assignment 3: Short Essay	20%
Assignment 4: Unit 05 Discussion	15%
Assignment 5: Major Essay	40%
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 online **Dropbox** located on the **Course Navbar** of the course website.

Course Policies

Expectations

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.

Assignment Submission

It is your responsibility to submit your assignments on time as specified on the Schedule page.

Once you have completed your assignment, save your file in a Word format according to the convention FirstNameLastNameEssayOutline.docx before you submit them. All documents should use Times New Roman font in 12pt and 1.5-line spacing. All written work for this course should be submitted electronically to the appropriate folder via the Dropbox link located in the Navbar on the course website.

When submitting your assignments using the Dropbox, be sure to not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the Dropbox 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 make a back-up copy of all of your assignments in the event that they are lost in transition.

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. Error files or blank files will receive '0' (no marks).

If, for some reason, you have a technical difficulty of submitting your assignment electronically, please contact your instructor or the Technical Support at the earliest opportunity. See contact information in the Problems, Questions, Comments section of the Outline.

Turnitin Originality Check

Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in.

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 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 will have an opportunity to screen your own assignments through Turnitin one time before the due date. You will be able to see and print an originality report that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Once you submit the final version of your assignment, you will not be permitted to see originality report.

Obtaining Grades and Feedback

Marked assignment will be returned online via the Dropbox. Feedback will either be provided within your assignment or in the feedback area within the Dropbox. Once your assignments are marked you can view your grades on the course website by clicking on the Grades link in the Navbar. Your instructor will try to have grades posted online within 2 weeks of the submission deadline, if received on time.

Late Assignments

If you choose to submit your individual assignments to the Dropbox 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 four days (96 hours) at which time access to the Dropbox folder will be closed and a grade of zero will be assigned to the late assignment.

Extensions may be granted on compassionate grounds or for other compelling reasons. The demands of employment, vacation or other coursework are not valid reasons to seek an extension. If you require an extension, discuss this with the instructor as soon as possible and well before the due date. Under normal 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.

Technical Requirements

Students are responsible for ensuring that their computer system meets the necessary [specific technical requirements](#) of their program.

Technical Support

If you need any assistance with the software tools or the website, contact the Open Learning and Educational Support (OpenEd) Help Desk.

> Open Learning and Educational Support
> University of Guelph
> Day Hall, Room 211
>
> Email: help@OpenEd.uoguelph.ca
> Tel: 519-824-4120 ext. 56939
> Toll-Free (CAN/USA): 1-866-275-1478
>
> **Hours of Operation (Eastern Time):**
> Monday - Friday: 8:30am – 8:30pm
> Saturday: 10:00am – 4:00pm
> Sunday: 12:00pm – 6:00pm

Policies and Procedures

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.

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

Open Learning Program Students

Please refer to the [Open Learning Program Calendar](#) 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.](#)

Open Learning Program Students

Please refer to the [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

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](#) or [visit the SAS website.](#)

Open Learning Program Students

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Director](#). 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](#) 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](#) is detailed in the Undergraduate Calendar.

Acceptable Use

The University of Guelph has an [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.

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

Statement of Students' Academic Responsibilities

Your success as a student depends above all on your own response to the opportunities and responsibilities that the university environment provides. The University of Guelph is committed to supporting you in your intellectual development and responding to your individual needs. To this end, a broad network of advising, counselling, and support services is provided to assist you in meeting your personal and academic goals.

For more information on your responsibilities as a student, see [Statement of Students' Academic Responsibilities.](#)

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.