



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/4/2010

- 1. ACADEMIC UNIT: Religious Studies (SHPRS)
2. COURSE PROPOSED: REL 374 Witchcraft & Heresy 3
3. CONTACT PERSON: Name: P Power Phone: 5-8932
Mail Code: 4302 E-Mail: patricia.power@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [ ] CS [ ]
Humanities, Fine Arts and Design-HU [ ]
Social and Behavioral Sciences-SB [ ]
Natural Sciences-SQ [ ] SG [ ]

- Global Awareness-G [ ]
Historical Awareness-H [ ]
Cultural Diversity in the United States-C [ ]

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [ ] No [X] Yes; Please identify courses: HST 374
Is this amultisection course?: [X] No [ ] Yes; Is it governed by a common syllabus? no

J Gereboff /s/ Joel D. Gereboff
3/4/2010 Chair/Director (Print or Type) Chair/Director (Signature)

Date:

Arizona State University Criteria Checklist for

**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

| <b>ASU - [L] CRITERIA</b>   |                          |   |   |
|---|--------------------------|---|---|
| TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:   |                          |   |   |
| YES   | NO                       |   | Identify Documentation Submitted  |
| <input checked="" type="checkbox"/>   | <input type="checkbox"/> | <p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p> | <p>1) Below, in the organizer on pg 5 of this form, is a description of the assignments that are considered in the computation of course grades and the proportion of the final grade determined by each assignment is clearly indicated.<br/>2) Attached is a recent syllabus and the section describing the percentage of grade dependent upon writing is labeled as "C-1".</p> |
| <p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>  |                          |   |   |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> |                          |   |   |
| <p>C-1</p>  |                          |   |   |

## ASU - [L] CRITERIA

|                                     |                          |  |   |
|-------------------------------------|--------------------------|--|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p><b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence</p> | <p>1) Below, on pg 5 of this form, is a description of the ways in which the course design requires students to complete composition tasks involving the gathering, interpretation and evaluation of evidence.<br/>2) On the attached syllabus the section of verifying the ways in which the C-2 criteria are met by the course design and grading process are labeled as "C-2".</p> |
|-------------------------------------|--------------------------|--|---|

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-2".

C-2

|                                     |                          |  |  |
|-------------------------------------|--------------------------|--|--|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <p><b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</p> | <p>1) Below, on pg 5 of this form, is a detailed description of three substantial writing tasks that are included in the course requirements.<br/>2) On the attached syllabus, the section verifying the ways in which the assignments and grading process meet the C-3 criteria are labeled as "C-3".</p> |
|-------------------------------------|--------------------------|--|--|

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

| <b>ASU - [L] CRITERIA</b>  |                          |  |  |
|--|--------------------------|--|--|
| YES  | NO                       |  | Identify Documentation Submitted   |
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p> | <p>1) Below, on pg 5 of this form, is a description of the sequence of course assignments and the nature and timing of the feedback provided.<br/>                     2) On the attached syllabus, the section verifying the ways in which the assignments and grading process meet the C-4 criteria is labeled as "C-4".</p> |
| <p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>  |                          |  |  |
| <p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> |                          |  |  |
| <p>C-4</p>   |                          |  |  |

| Course Prefix | Number | Title                           | Designation |
|---------------|--------|---------------------------------|-------------|
| REL           | 374    | Witchcraft and Heresy in Europe | L           |

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

| Criteria (from checksheet)   | How course meets spirit (contextualize specific examples in next column)   | Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)  |
|--|--|--|
| Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. | 100% of the final grade for this course is dependent upon writing assignments. These writing assignments consist of (1) weekly "Responses" to the readings and lectures, (2) the "First Portfolio Essay" written with benefit of the instructor's feedback on the "Responses," and (3) the "Second Portfolio Essay" written with benefit of the instructor's feedback on the first "Portfolio Essay."  | Computations for determining the final course grade, percentages of the course grade determined by specific written assignments, and detailed instructions and grading rubrics for each writing assignment are labeled as "C-1" on the attached syllabus.                          |
| Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.  | Each writing assignment in this course requires the student to demonstrate his/her ability to (a) identify, evaluate, and summarize in writing the key concepts, information, and issues discussed in assigned textbooks and lectures; to (b) apply various theoretical tools of the academic disciplines of Religious Studies and History in analyzing this material; and to (c) articulate this critical analysis in clear, grammatically correct prose. | The specific tasks involved in each writing assignment, including the ways in which students are required to gather, interpret and evaluate evidence, are detailed in the attached syllabus and labeled as C-2. In addition, the grading rubric used for essays is labeled as C-2. |

|  |  |  |
|--|--|--|
| <p>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.</p> | <p>The syllabus includes the following substantial writing tasks:</p> <p>(1) Written “Responses” to the readings and lectures:<br/>         “Original Responses”-weekly written responses by students to questions designed to provoke student analysis of the concepts, information, and issues presented in the readings and lectures.<br/>         “Colleague Responses”-weekly substantive written responses by students to the “Original Responses” of fellow students. Each week, students write three responses totaling a minimum of 450 words (longer responses are encouraged. The cumulative amount of writing required per student for these “Responses” during the semester totals 6350 words minimum. This would translate to more than 9 pages (double-spaced, 12 pt) of writing required of each student during the semester for the “Response” tasks.</p> <p>(2) First Portfolio Essay:<br/>         Expanding upon his/her “original” and “colleague” responses for weeks 1-7 (described above), and drawing upon instructor individual feedback on those responses, each student writes a 5-10 page essay analyzing and synthesizing the material covered during the first half of the course. For this essay, the student is required to (a) summarize the key ideas, issues and information covered in the readings and lectures for the first seven modules of the course, (b) utilize the theoretical tools of the disciplines of Religious Studies and History as discussed and demonstrated in the lectures and readings to (c) provide critical analysis of the material, (d) provide evidence/support for all arguments presented, and (e) articulate the above in clear, grammatically correct prose.</p> <p>(3) Drawing upon the instructor’s feedback on Essay One, students write a 5-10 page essay analyzing and synthesizing the material covered during the second half of</p> | <p>Detailed instructions and grading rubric for the three substantial writing tasks are included in the attached syllabus and are labeled C-3.</p> |
|--|--|--|

|   |  |   |
|---|--|---|
|   | <p>the course. For this essay, the student is required to (a) summarize the key ideas, issues and information covered in the readings and lectures for the final seven modules of the course, (b) provide critical analysis of this material (c) provide evidence/support for all arguments presented, and (d) articulate the above in clear, grammatically correct prose.</p>   |   |
| <p>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed.</p> | <p>Writing assignments consist of weekly "Responses" to the readings and lectures, a first "Portfolio Essay" written with benefit of the instructor's feedback on the "Responses," and a second "Portfolio Essay" written with benefit of the instructor's feedback on the first "Portfolio Essay."<br/>                 Feedback on "Responses": During Week 5, students receive individual feedback on their Week 1 through Week 4 "Responses." The timing of this feedback allows students an opportunity to do better in future weekly "Responses" and in the first Portfolio Essay.<br/>                 With the benefit of feedback from the instructor on his/her "Responses," the student writes the 5-10 page First Portfolio Essay in which he/she analyzes and synthesizes concepts, information, and issues discussed in the readings and lectures during the first half of the course.<br/>                 Feedback on First Portfolio Essay: During Week 8, each student receives feedback on his/her First Portfolio Essay. The timing of this feedback allows students an opportunity to benefit from it before writing the Final Portfolio Essay which is due in Week 15.</p> | <p>The Course Schedule at the bottom of the attached syllabus reflects the sequence and timing of course assignments and the sequence and timing of instructor feedback. These sections of the attached syllabus are labeled C-4.</p> |



**REL 374 (19375)**  
**Witchcraft and Heresy in Europe**  
**Spring 2010**

3 Credits  
General Studies: L, H

Instructor: Loretta Bludworth  
Loretta.Bludworth@asu.edu

**Required Textbooks**

*Magic in the Middle Ages* by Richard Kieckhefer, Cambridge University Press, 2000

*Strange Histories: The Trial of the Pig, the Walking Dead, and other Matters of Fact from the Medieval and Renaissance Worlds* by D. J. Oldridge, Routledge, 2005

**Course Description**

In this course we will investigate the development, from the classical period through the Renaissance, of various European concepts of witchcraft, magic, and heresy; the belief systems, practices, and worldviews associated with these terms; and their shifting status within various religious, political and social contexts. We will also trace the development of the Inquisition, the role of gender in the witch trials, the persecution of marginal groups, Arabic influence on medieval magic and science, the role of medical magic in Medieval and Renaissance societies, and the diversity of traditions categorized as "witchcraft" and/or "heresy."

**How to get started**

Before beginning the course, read this syllabus in its entirety. The schedule at the bottom of the syllabus tells you what you need to do and when. Your instructor is available by email to answer your questions, so don't hesitate to ask. Blackboard is very user-friendly, but if you would like to look at a Blackboard tutorial you'll find a link in the "Tools" section. After you read the schedule at the bottom of the syllabus you will have an idea of how to pace yourself in this course. On Blackboard you will find everything you need to get started. Click "Learning Modules" to begin.

**Resources**

The optional "Resources" section contains links to various scholarly sources related to topics discussed in this course.

**Syllabus**

The instructor reserves the right to change any part of the syllabus. If any changes are made a message will be posted in the "Announcements" section of Blackboard.

**Announcements**

Students are responsible for reading all messages posted in the "Announcements" section of Blackboard. The section appears on your screen as soon as you enter Blackboard. The "Announcements" section will contain messages from the instructor to the class as a whole, instructions for assignments, and any updates to the schedule. Be sure to check the "Announcements" section regularly.

**PowerPoint Lectures**

The narrated PowerPoint lectures are an important part of your learning experience and are designed to supplement your assigned readings. A number of discussion questions will be drawn from the material presented in these lectures, and your portfolio essay must demonstrate substantial knowledge of the concepts and information contained in the lectures. Be sure to turn on your audio during the lectures—some parts of the lectures are spoken but are not represented in the visuals on the screen.

**A Note Regarding the Readings**

Students are welcome to disagree with any portion of the assigned texts. The readings are intended to provoke discussion, and a number of the discussion questions are designed to give you an opportunity to engage in critical analysis and formulate a well-reasoned response to the textbook authors'

arguments. In evaluating your discussion board responses, I'm not looking for a "correct" answer or a "correct" opinion but rather for thoughtful and well-supported engagement with the concepts and information presented in the texts and lectures.

### Course Requirements and Grades

Your overall grade for the course will be calculated on a point system. The total number of possible points you can earn for your work in the course is 400 which translates to an A+.

|  |            |
|--|------------|
| Written Responses posted to discussion board | 200        |
| First Portfolio Essay                        | 100        |
| Final Portfolio Essay                        | <u>100</u> |
| Total points possible                        | 400        |

These points translate into the following grades:

|                |
|----------------|
| A+ = 386 – 400 |
| A = 358 – 385  |
| B+ = 346 – 357 |
| B = 318 – 345  |
| C+ = 306 – 317 |
| C = 278 – 305  |
| D = 240 – 277  |
| E = Below 240  |

### Responses to the Readings and Lectures posted to the Discussion Board

Throughout the course, students are required to write "responses" to the material covered in the readings and lectures. These responses, prompted by instructor questions, are to be posted to the Discussion Board. There are two types of responses required:

"Original" responses in which you respond to discussion questions provided by the instructor (*minimum* 250 words per original response—longer responses are encouraged).

"Colleague" postings in which you respond to your fellow students' responses to the discussion questions (*minimum* 100 words per colleague response).

The schedule at the end of the syllabus lists each assigned response, what type of response is required ("original" or "colleague"), and the posting deadline. Each response has a specific deadline which is 11:59 PM on the due-date listed in the schedule. Original and colleague responses must be substantive. Your postings should contribute something to the ongoing conversation and demonstrate your knowledge of the material covered in the readings and lectures. You are welcome to agree with fellow students as long as you add something of your own to the discussion; and you are welcome to disagree with your fellow students and argue a different point of view but this must be done respectfully and politely as would be expected in any classroom discussion. Your posted responses should articulate your viewpoint in clear, grammatically correct English.

C-2 &  
C-3

There are 40 required "responses" (this total includes original and colleague responses). Each acceptable posting is worth a maximum of 5 points. Discussion Questions and instructions on how to post can be accessed under "Learning Modules" on Blackboard. Late responses will not receive any credit/points. "Responses" represent a substantial part of your grade and will help enrich your understanding of the course material, so be sure to participate. After the Module 4 "responses" have been submitted, you will receive feedback from the instructor based on your Modules 1-4 responses. You are urged to consider this feedback when writing future responses and when writing your Portfolio Essays.

C-4

### Portfolio Essays

The portfolio essays are quite different from traditional thesis-style papers or research papers, so please read the following instructions carefully. The first portfolio essay is due mid-way through the course and it constitutes a summary and analysis of the material covered during the first half of the course. Your final portfolio essay is due at the end of the course and it constitutes a summary and analysis of the material covered during the second half of the course. Write your essay as if you were writing a letter to a friend. In your "letter" tell your friend what has been covered in the course thus far. Include whatever you think would be important for your friend to know. Obviously, you can't cover

C-2 &  
C-3

**C-1** As indicated in the "Grading" section on the left, 100% of the final course grade is dependent upon writing assignments. These writing assignments ("Responses" to the Readings and Lectures, First Portfolio Essay, Second Portfolio Essay) are described in detail in the sections immediately following the "Grading" section of this syllabus.

every little detail/issue discussed in the lectures and textbooks, so you need to provide your friend with a discussion of key concepts, information, and issues. Include aspects of the course that you found particularly interesting or controversial. When writing your essay, keep in mind the following grading rubric. Your portfolio essay will be evaluated on how well you:

- 1) Demonstrate that you have read and understood the assigned portions of the texts.
- 2) Demonstrate that you have viewed/listened to and understood the lectures.
- 3) Provide your own analysis of, and commentary on, this material.
- 4) Articulate the above in clear, grammatically correct prose.

You are encouraged to work on your portfolio essay throughout the course. I need to assess your knowledge of the topics and issues covered during the course, and the better the job you do of demonstrating your knowledge, understanding, and skills at analysis, the better the grade I can assign for your work in the course. You will receive feedback from the instructor on your First Portfolio Essay—please use this as a guide when writing your Second Portfolio Essay.

C-2 &  
C-3

C-2  
C-3  
C-4

Each portfolio essay should be 5-10 pages (exclude any title page or bibliography from the page-count. Each essay must be double-spaced, 12 pt., Times New Roman, and must be submitted via Blackboard using the links provided in the modules. Please use Microsoft Word. If you don't have Microsoft Word, you must save your attachments as Rich Text documents (.rtf) by following the instructions at: <http://asuonline.asu.edu/StudentSupport/Tutorials6/SaveRTF.cfm>

C-3

#### **Evaluation, Tests, and Exams**

There are no tests or exams for this course. Your work in this course will be evaluated on the basis of your written "Original Responses" to discussion questions, your contributions to the ongoing class discussions via written "Colleague Responses," and your Portfolio Essays.

C-1

#### **Drops and Withdrawals**

You are responsible for knowing the policies of the university regarding drops or withdrawals from courses and the dates by which they must be processed. You may access the academic calendar for withdrawal deadlines at <http://www.asu.edu/calendar/academic.html>, and drop/add and withdrawal policies at <http://asuonline.asu.edu/student-support/drop.cfm>

#### **Sensitive Course Content**

Some course content may be considered sensitive.

#### **Academic Integrity**

The writings you submit in class should be in your own words, except where you clearly indicate that you are using someone else's words by setting them in quotation marks and indicating the source. This applies to your work on the discussion board and your portfolio essays. It is your responsibility to familiarize yourself with, and abide by, ASU's "Student Academic Integrity Policy." See: [http://www.asu.edu/studentaffairs/studentlife/judicial/academic\\_integrity.htm](http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm)

**Course Schedule** ("Due by" or "complete by" means by 11:59 pm on the date indicated)

C-4

#### **Module One: Evolving Concepts of Magic and Witchcraft—Part One**

Post your "original" response to Discussion Question 1, which is simply "Who are you?" Briefly introduce yourself to your instructors and fellow classmates and tell us a little about yourself and what interests you about this course. Click on "Learning Modules" to get started with your posting. Due by 1/21.

Reading: Kieckhefer Chapter 1. Complete by 1/24.

#### **Module Two: Evolving Concepts of Magic and Witchcraft—Part Two**

Reading: Kieckhefer Chap. 2. Complete by 1/28.

Lecture: Click on "Learning Modules" to view/listen to PowerPoint Lecture: "Medieval European Conceptualizations of Magic." Complete by 1/28.

"Original Response": Post your own "original" response to Discussion Question 2. Due by Thurs 1/28.

"Colleague Response": Respond to two of your fellow students' responses to Question 2. Due by 1/31.

### **Module Three: Magic and Witchcraft Practices – Popular and Courtly—Part One**

Reading: Kieckhefer Chapter 4. Complete by 2/4.

Lecture: View/listen to PowerPoint Lecture: "Popular and Courtly Magic—Part One." Complete by 2/4.

"Original Response": Post your "original" response to Question 3. Due 2/4.

"Colleague Response": Respond to two of your fellow students' responses to Question 3. Due by 2/7.

### **Module Four: Popular and Courtly Magic—Part Two**

Reading: Kieckhefer Chapter 5. Complete by 2/11.

Lecture: View/listen to PowerPoint Lecture: "Popular and Courtly Magic—Part Two." Complete by 2/11.

"Original Response": Post your own "original" response to Question 4. Due by 2/11.

"Colleague Response": Respond to two of your fellow students' responses to Question 4. Due by 2/14.

### **Module Five: Popular and Courtly Magic—Part Three**

Reading: Kieckhefer Chapter 6. Complete by 2/18.

Students receive feedback from instructor on "Original" & "Colleague" Responses for Modules 1-4.

"Original Response": Post your own "original" response to Question 5. Due by 2/18.

"Colleague Response": Respond to two of your fellow students' responses to Question 5. Due by 2/21.

C-4

### **Module Six: Regional Variations in Practices of Magic and Witchcraft—Part One**

Reading: Kieckhefer Chapter 3. Complete by 2/25.

Lecture: View/listen to PowerPoint Lecture: "Regional Variations—Part One." Complete by 2/25.

"Original Response": Post your own "original" response to Question 6. Due by 2/25.

"Colleague Response": Post responses to two of your fellow students' responses on Question 6. Due by 2/28.

### **Module Seven: Regional Variations in Practices of Magic and Witchcraft—Part Two**

Reading: Kieckhefer Chapter 7. Complete by 3/4.

Lecture: View/listen to PowerPoint Lecture: "Regional Variations—Part Two." Complete by 3/4.

"Original Response": Post your own "original" response to Question 7. Due by 3/4.

"Colleague Response": Post responses to two of your fellow students' responses on Question 7. Due by 3/7.

First Portfolio Essay: Due 3/7 by 11:59pm. The First Portfolio Essay must be submitted using the link in "Module Seven."

### **Module Eight: Regional Variations in Practices of Magic and Witchcraft—Part Three**

Reading: Oldridge Chapters 1 and 2. Complete by 3/11.

Lecture: View/listen to PowerPoint Lecture: "Regional Variations—Part Three." Complete by 3/11.

"Original Response": Post your own "original" response to Question 8. Due by 3/11.

"Colleague Response": Post responses to two of your fellow students' responses on Question 8. Due by 3/13.

### **Module Nine: SPRING BREAK MARCH 14 - 21**

### **Module Ten: Inquisitions and Heresies—Part One**

Reading: Oldridge Chapter 9. Complete by 3/25.

Lecture: View/listen to PowerPoint Lecture: "Heresy—Part One." Complete by 3/25.

"Original Response": Post your own "original" response to Question 10. Due by 3/25.

"Colleague Response": Post responses to two of your fellow students' responses on Question 10. Due by 3/28.

Students receive instructor's feedback on First Portfolio Essay.

C-4

### **Module Eleven: Inquisitions and Heresies—Part Two**

Reading: Oldridge Chapters 5 and 7. Complete by 4/1.

Lecture: View/listen to PowerPoint Lecture: "Heresy—Part Two." Complete by 4/1.

"Original Response": Post your own "original" response to Question 11. Due by 4/1.

"Colleague Response": Post responses to two of your fellow students' responses on Question 11. Due by 4/4.

**Module Twelve: Witch Persecutions and Trials—Part One**

Reading: Kieckhefer Chapter 8. Complete by 4/8.

Lecture: View/listen to PowerPoint Lecture: "Witch Trials, Gender, and The Persecuting Society." Complete by 4/8.

"Original Response": Post your own "original" response to Question 12. Due by 4/8.

"Colleague Response": Post responses to two of your fellow students' responses on Question 12. Due by 4/11.

**Module Thirteen: Witch Persecutions and Trials—Part Two**

Reading: Oldridge Chapters 3 and 4. Complete by 4/15.

"Original Response": Post your own "original" response to Question 13. Due by 4/15

"Colleague Response": Post responses to two of your fellow students' responses on Question 13. Due by 4/18.

**Module Fourteen: Witch Persecutions and Trials—Part Three**

Reading: Oldridge Chapter 6. Complete by 4/22.

"Original Response": Post your own "original" response to Question 14. Due by 4/22.

"Colleague Response": Post responses to two of your fellow students' responses on Question 14. Due by 4/25.

**Module Fifteen: Witch Persecutions and Trials—Part Five**

Reading: Oldridge Chapters 8 & 10. Complete by 4/29.

"Original Response": Post your own "original" response to Question 15. Due by 4/29.

"Colleague Response": Post responses to two of your fellow students' responses on Question 15. Due by 5/2.

Final Portfolio Essay: Due 5/4 by 11:59 pm. The Final Portfolio Essay must be submitted using the link in "Module Fifteen" on Blackboard.