



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

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
Mathematical Studies-MA
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 Yes; Please identify courses: HST 374

Is this amultisection course?: 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:

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Recent syllabus attached--sections that provide evidence of fulfillment of Criteria 1 are highlighted and marked "H-1"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events.	Recent syllabus attached--sections that provide evidence of fulfillment of Criteria 2 are highlighted and marked "H-2"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Recent syllabus attached--sections that provide evidence of fulfillment of Criteria 3 are highlighted and marked "H-3"
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Recent syllabus attached--sections that provide evidence of fulfillment of Criteria 4 are highlighted and marked "H-4"
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses in which there is only chronological organization. • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. • Courses whose subject areas merely occurred in the past. 	

Course Prefix	Number	Title	Designation
REL	374	Witchcraft and Heresy in Europe	H

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)
Criteria 1 - History is a major focus of the course.	In this course we 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 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."	Recent syllabus attached-- sections that provide evidence of fulfillment of Criteria 1 are highlighted and marked "H-1"

<p>Criteria 2 - The course examines and explains human development as a sequence of events.</p>	<p>In this course we 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 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.” We examine how various shifts in the relationships between magic and religion, and between magic and science, affected the status of magic and witchcraft in European society. Students will become familiar with the various stages in Classical, Medieval and early Modern constructions of the categories of “magic” and “witchcraft.” Students will gain an understanding of the influential role magic played in the courtly culture of the Middle Ages. We will investigate some of the factors that may have led to the disproportionate persecution and execution of women during the era of the witchcraft trials. We examine the twelfth century transformation of European intellectual life, including the rise of the universities and the influence of Arabic sources of alchemy, scholarly astrology (as contrasted with earlier European folk astrology), and astral magic. Students will gain an understanding of the background and development of the European Inquisitions. We’ll look at the role of the secular courts in the persecution of Witchcraft. Students will gain knowledge of the history of the persecutions of the Cathars, Waldensians, and the Templars, and the prosecutions and executions of various individuals</p>	<p>Recent syllabus attached-- sections that provide evidence of fulfillment of Criteria 2 are highlighted and marked "H-2"</p>
---	--	--

	<p>charged with heresy during the Medieval and early Modern periods. Students will become cognizant of various political, religious, and social factors which shaped European Inquisitorial and secular judicial practices pertaining to witchcraft and/or heresy. We will investigate similarities and differences between the persecutions of heretics, the persecutions of witches, and the blood libel against the Jews. We will seek to understand the various factors which contributed to the witch trial phenomena and discuss various related ethical and social concerns as they pertain both to Medieval and early modern European history and to contemporary Western culture. Students will gain an understanding of various political, religious and social factors that may have contributed to the phenomena of the witch trials. Students will gain an understanding of various ways in which the ethical, economic and social issues raised in investigation of the history of the European witchcraft and heresy trials can provide a useful lens for examining aspects of contemporary culture.</p>	
<p>Criteria 3 - There is a disciplined, systematic examination of human institutions as they change over time.</p>	<p>In this course we 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 also trace the development of the Inquisition, the role of gender in the witch trials, the persecution of marginal groups,</p>	<p>Recent syllabus attached-- sections that provide evidence of fulfillment of Criteria 3 are highlighted and marked "H-3"</p>

	<p>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.” We examine how various shifts in the relationships between magic and religion, and between magic and science, affected the status of magic and witchcraft in European society. Students will become familiar with the various stages in Classical, Medieval and early Modern constructions of the categories of “ magic” and “ witchcraft.” Students will gain an understanding of the influential role magic played in the courtly culture of the Middle Ages. We will investigate some of the factors that may have led to the disproportionate persecution and execution of women during the era of the witchcraft trials. We examine the twelfth century transformation of European intellectual life, including the rise of the universities and the influence of Arabic sources of alchemy, scholarly astrology (as contrasted with earlier European folk astrology), and astral magic. Students will gain an understanding of the</p>	
--	---	--

	<p>background and development of the European Inquisitions.</p> <p>We will look at the role of the secular courts in the persecution of Witchcraft. Students will gain knowledge of the history of the persecutions of the Cathars, Waldensians, and the Templars, and the prosecutions and executions of various individuals charged with heresy during the Medieval and early Modern periods. Students will become cognizant of various political, religious, and social factors which shaped European Inquisitorial and secular judicial practices pertaining to witchcraft and/or heresy. We will investigate similarities and differences between the persecutions of heretics, the persecutions of witches, and the blood libel against the Jews. We will seek to understand the various factors which contributed to the witch trial phenomena and discuss various related ethical and social concerns as they pertain both to Medieval and early modern European history and to contemporary Western culture. Students will gain an understanding of various political, religious and social factors that may have</p>	
--	--	--

<p>Criteria 4 - The course examines the relationship among events, ideas, and artifacts, and the broad social, political and economic context.</p>	<p>contributed to the phenomena of the witch trials. Students will gain an understanding of various ways in which the ethical, economic and social issues raised in investigation of the history of the European witchcraft and heresy trials can provide a useful lens for examining aspects of contemporary culture.</p> <p>In this course we 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 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." We examine</p>	<p>Recent syllabus attached-- sections that provide evidence of fulfillment of Criteria 4 are highlighted and marked "H-4"</p>
--	---	--

	<p>how various shifts in the relationships between magic and religion, and between magic and science, affected the status of magic and witchcraft in European society. Students will become familiar with the various stages in Classical, Medieval and early Modern constructions of the categories of “ magic” and “ witchcraft.” Students will gain an understanding of the influential role magic played in the courtly culture of the Middle Ages. We will investigate some of the factors that may have led to the disproportionate persecution and execution of women during the era of the witchcraft trials. We examine the twelfth century transformation of European intellectual life, including the rise of the universities and the influence of Arabic sources of alchemy, scholarly astrology (as contrasted with earlier European folk astrology), and astral magic. Students will gain an understanding of the background and development of the European Inquisitions. We’ ll look at the role of the secular courts in the persecution of Witchcraft. Students will gain knowledge of the history of the persecutions of the Cathars,</p>	
--	---	--

	<p>Waldensians, and the Templars, and the prosecutions and executions of various individuals charged with heresy during the Medieval and early Modern periods. Students will become cognizant of various political, religious, and social factors which shaped European Inquisitorial and secular judicial practices pertaining to witchcraft and/or heresy. We will investigate similarities and differences between the persecutions of heretics, the persecutions of witches, and the blood libel against the Jews. We will seek to understand the various factors which contributed to the witch trial phenomena and discuss various related ethical and social concerns as they pertain both to Medieval and early modern European history and to contemporary Western culture. Students will gain an understanding of various political, religious and social factors that may have contributed to the phenomena of the witch trials. Students will gain an understanding of various ways in which the ethical, economic and social issues raised in investigation of the history of the European</p>	
--	---	--

	witchcraft and heresy trials can provide a useful lens for examining aspects of contemporary culture.	
--	---	--

**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."

H-1
H-2
H-3
H-4

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.

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.

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 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.

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>

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.

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

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

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

Objectives—We will investigate how the category of "magic" was defined in the Middle Ages and early Modern period. We will examine how various shifts in the relationships between magic and religion and between magic and science affected the status of magic and witchcraft in European society. Students will become familiar with the various stages in Classical, Medieval and early Modern constructions of the categories of "magic" and "witchcraft."

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.

H - 2
H - 3
H - 4

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

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

Objectives—We will look at some of the ways in which the Greco-Roman heritage informed concepts of magic and sorcery in Medieval Europe. We will investigate the ways in which Christian missionary activities intersected with regional pagan practices and beliefs, particularly among the Norse and the Irish. Students will become familiar with the use of "magic" and "witchcraft" as major motifs in Medieval literature.

H - 2
H - 3
H - 4

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

Objectives—Students will gain an understanding of the influential role magic played in the courtly culture of the Middle Ages. Students become familiar with the various categories utilized during the Middle Ages to distinguish various types of magic—"natural" as distinct from "demonic," "white" as distinct from "black," etc.—and the theological bases and social ramifications of these distinctions. We'll look at the types of persons who practiced magic within Medieval culture, and at the diversity of magical practices—charms, incantations, amulets, talismans, weather magic, medical magic, divination, popular astrology, protective magic, love magic and sorcery—and their relationship to Medieval religious culture. We'll examine the use of Christian liturgical elements in magic, the construction of the category of natural magic as distinct from demonic magic.

H - 2
H - 3
H - 4

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

Objectives—We will examine the twelfth century transformation of European intellectual life, including the rise of the universities and the influence of Arabic sources of alchemy, scholarly astrology (as contrasted with earlier European folk astrology), and astral magic. Students will gain an understanding of the extent of the influence of Arabic alchemical and astrological teachings on Medieval intellectual life and on Medieval conceptions of magic, sorcery, and witchcraft.

H - 2
H - 3
H - 4

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

Objectives—We'll look at the place of magic in the curriculum of Medieval universities. We'll continue our investigation of the influence of Arabic culture on Medieval intellectual life and on Medieval conceptions of magic, sorcery, and witchcraft.

H - 2
H - 3
H - 4

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.

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

Objectives— We will investigate regional variations in Medieval practices and understandings of magic and witchcraft with a focus on Scandinavian magic. We will examine concepts of malefic magic in Medieval Scandinavian culture. We'll look at the relationship between Scandinavian practices of magic and Christian missionary activity.

H - 2
H - 3
H - 4

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

Objectives—We'll examine regional variations in Medieval practices and understandings of magic and witchcraft with a focus on Celtic culture. We will examine concepts of malefic magic and witchcraft in Celtic culture. We'll look at the interface between Celtic magic and the larger Celtic culture. We'll examine the relationship between Celtic practices of magic and the Christianization of Ireland. Students gain an understanding of the relationship between Medieval practices of magic and witchcraft and Medieval religious culture.

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."

H - 2
H - 3
H - 4

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

Objectives—We will examine the Cunning Folk tradition of England and its relationship to the witchcraft persecutions. Students will gain knowledge of some of the ways in which European pagan practices and beliefs intersected with Christianity in early Medieval culture. We'll look at the relationship between religious belief and superstition as defined in Medieval Europe.

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.

H - 2
H - 3
H - 4

Module Nine: SPRING BREAK — MARCH 14 - 21

Module Ten: Inquisitions and Heresies—Part One

Objectives—Students will gain an understanding of the background and development of the European inquisitions. We'll look at the role of the secular courts in the persecution of Witchcraft. Students will gain knowledge of the history of the persecutions of the Cathars, Waldensians, and the Templars, and the prosecutions and executions of various individuals charged with heresy during the Medieval and early Modern periods.

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.

H - 2
H - 3
H - 4

Module Eleven: Inquisitions and Heresies—Part Two

Objectives—Students will become cognizant of various political, religious, and social factors which shaped European Inquisitorial and secular judicial practices pertaining to witchcraft and/or heresy. We will investigate similarities and differences between the persecutions of heretics, the persecutions of witches, and the blood libel against the Jews.

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.

H - 2
H - 3
H - 4

Module Twelve: Witch Persecutions and Trials—Part One

Objectives—We will seek to understand the various factors which contributed to the witch trial phenomena and discuss various related ethical and social concerns as they pertain both to Medieval and early modern European history and to contemporary Western culture.

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.

H - 2
H - 3
H - 4

Module Thirteen: Witch Persecutions and Trials—Part Two

Objectives—Students will gain an understanding of the various ways in which gender played a role in the Medieval and early Modern heresy and witchcraft trials. We will investigate some of the factors that may have led to the disproportionate persecution and execution of women during the era of the witchcraft trials.

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.

H - 2
H - 3
H - 4

Module Fourteen: Witch Persecutions and Trials—Part Three

Objectives—We'll examine distinctions between the real and the imagined in Medieval persecutions of witchcraft and related phenomena.

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.

H - 2
H - 3
H - 4

Module Fifteen: Witch Persecutions and Trials—Part Five

Objectives—Students will gain an understanding of various political, religious and social factors that may have contributed to the phenomena of the witch trials. Students will gain an understanding of various ways in which the ethical and social issues raised in investigation of the history of the European witchcraft and heresy trials can provide a useful lens for examining aspects of contemporary culture.

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.

H - 2
H - 3
H - 4