Course Description and Learning Objectives

This course will focus on the preoccupation with magic, witches, sorcerers, and demonology during the seventeenth century in England. Special attention will be paid to the way the subject became politicized and was used during the English Civil War. We will read important background materials on the history of the witch craze period, which will include background about the deep misogyny, fear of intellectualism, and xenophobia inherent in the concept. We will read several “witch plays,” by playwrights such as Heywood, Jonson, Shakespeare, and others, and we will discuss the use of witchcraft and sorcery in important poetry of the seventeenth century. We will also read broadsides and discuss their influence on the public for a timely connection to memes and “fake news” used to stoke fears in unsettled times. Students will write one short paper (6-8 pages) and one research paper of 15 pages minimum. In addition, students will make presentations to the class. Students will also attend conferences with the professor regarding their paper topics and progress on the papers and presentations.


ASSIGNMENTS: One short paper of 6-8 pages and one research paper of 15 pages minimum length (not including bibliography). Research papers must employ at least five secondary sources, three of which must be academic books/articles reflecting literary analysis. Popular culture sources, such as films, television, fan sites, etc. may be used with professor’s approval. Academic material in the public domain is acceptable with professor’s approval. No Wikipedia (or any Wikis), dictionaries, or online encyclopedias may be used as bibliographic sources.
PROSPECTUS AND CONFERENCE:
For research papers, each student must submit a prospectus in two parts: part one consists of the paper’s topic, thesis, and preliminary bibliography. The following week students will submit part two: a working outline for the paper. Students may not turn in the paper without having submitted a prospectus for approval of the project. A student’s grade on the prospectus will be determined by the level of preparedness and completeness upon initial submission, and upon the extent of revision required and completed in subsequent submission(s).

Late papers will be penalized one full letter grade for each class period after the due date. I only give paper extensions in cases of medical emergency (with doctor’s notes) or unforeseen calamity (an immediate need to fly home because of a family emergency, or a natural disaster, such as an earthquake, tornado, or brush fire, etc. I do not give paper extensions for extracurricular activities, sports, Greek Life, work, assignments, exams in or papers due for another class, or the failure to manage one’s time properly.

All grades are final. I do not review or revise/change grades once they are given. I do not allow rewrites, revisions, or do-overs. All students must complete assignments as described in the prompt(s). A student cannot receive a passing grade on the research paper unless the prospectus is approved in advance by me. No extra credit, extra assignments, or alternative assignments are permitted unless a student is enrolled with Disability Services.

PRESENTATIONS:
In addition, all students must make a 15-minute presentation to the class. The presentation will be an oral version of the written paper. Students may use multimedia sources and employ creative presentation methods in any way they like (within reason). After the presentation, the class will offer comments, suggestions, and questions. Note: part of a student’s participation grade will be determined by the student’s participation in the question-and-answer portion of the other students’ presentations.

ATTENDANCE AND CLASS PARTICIPATION: This is a 400-level course and students are expected to attend diligently. After three (3) unexcused absences I will start penalizing your grade. An excused absence implies that the student has documentation from university administration, a doctor, or the court, that I have advanced notice and that I have given permission. If you become ill or injured, let me know as soon as possible so I can make sure you don’t fall behind. Keep a copy record of your doctors’ notes as well. (If you are on a sports team, etc., please let me know in advance of dates you will be absent.) Lateness disrupts the course and disturbs the other students, and so it will not be tolerated. If a student is late by 10 minutes or more you will be counted absent. If you are consistently late within those ten minutes your grade will be penalized. Any student who gets up and leaves the classroom without permission in the middle of the session will be marked absent. Class participation is required, and each student will be expected to contribute to an advanced discussion of literature at the senior level. 10% may not seem like much, but it can make a real difference in one’s final grade.

Letters of Recommendation: Some students desire letters of recommendation for future programs or schools. I only write letters of recommendation for my own students who have
completed at least one full course with me (if this is your first course with me, you must wait until the end of the semester if you desire a letter). Also, I only write letters for students who receive an A or A- in the course. No exceptions.

**CELL PHONES AND ELECTRONICS:** Due to increasing problems with students using social media and the Internet in class, my new policy is that **no electronics are allowed** in my upper division courses. **Phones, laptops, and tablets must be turned off and put away.** If I am able to see a student’s phone I will not mark that student in attendance until it is put away. Manual notetaking (i.e., the traditional way) helps students process more material and retain it for a longer period of time than electronic notetaking (or browsing Amazon bargains on Buzzfeed during lecture). Moreover, transcribing notes into a Word program from handwritten notes helps processing and retention. The Golden Age of social media is over. It was fun until it wasn’t. Time to move on.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Paper 1</td>
<td>20</td>
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<tr>
<td>Paper 2</td>
<td>40</td>
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<tr>
<td>Presentation</td>
<td>15</td>
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<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Attendance</td>
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<tr>
<td>Prospectus</td>
<td>10</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td><strong>100</strong></td>
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**WEEK 1: 8/20-8/24**

**M:** Intro to the course

**W:** Lecture: witchcraft and its history in England; OHW: “Magic and its Hazards in the Late Medieval West,” by Richard Kieckhefer.

**F:** Lecture: witchcraft and its history in England; OHW: “Fifteenth-Century Witch Beliefs,” by Hans Peter Broedel.

**WEEK 2: 8/27-8/31**


**W:** James I, *Daemonologie*; OHW: “Demonologies,” by Gerhild Scholz Williams.

**F:** James I, *Daemonologie*.

**WEEK 3: 9/3-9/7**

**M:** LABOR DAY. NO CLASSES.


**F:** *Friar Bacon and Friar Bungay*
WEEK 4: 9/10-9/14
From the English Broadside Ballad Archive (EBBA): www.ebba.english.ucsb.edu
“Dammable Practice of Three Lancashire Witches,”
http://ebba.english.ucsb.edu/ballad/20058/image;
“Being a True Relation of One Mistress Bodnan,”
http://ebba.english.ucsb.edu/ballad/36038/image;
“The Judgement of God upon Dr. Faustus”
http://ebba.english.ucsb.edu/ballad/31853/image;
“Merlin Reviv’d,” http://ebba.english.ucsb.edu/ballad/32138/image;
“Poor Robin’s Prophecy,” http://ebba.english.ucsb.edu/ballad/32138/image;
“Sinnes Discovery by the Emblem of a Toad,”
http://ebba.english.ucsb.edu/ballad/32567/image
W: The Wise Woman of Hogsdon (archive.org) (1604)
F: The Wise Woman of Hogsdon

WEEK 5: 9/17-9/21
W: Shakespeare, Macbeth
F: Shakespeare, Macbeth

WEEK 6: 9/24-9/28
M: Marston, The Tragedy of Sophonisba (1606) (JWP volume)
W: Marston, The Tragedy of Sophonisba
F: Ben Jonson, The Masque of Queens (1609) (archive.org); “A Spit Red-Hot: Jonson and Popular Witchcraft Beliefs,” by Jan Frans van Dijkhuizen. PAPER 1 DUE.

WEEK 7: 10/1-10/5
M: The Alchemist (1610) (archive.org) ; OHW: “Science and Witchcraft,” by Peter Elmer.
W: The Alchemist
F: The Alchemist

WEEK 8: 10/8-10/12
W: Shakespeare, The Tempest
F: Shakespeare, The Tempest

WEEK 9: 10/15-10/19
W: The Witch;
F: The Witch

WEEK 10: 10/22-10/26
M: The Witch of Edmonton (1621) (JWP volume)
W: The Witch of Edmonton
F: The Changeling (archive.org) (1622)

WEEK 11: 10/29-11/2 CONFERENCES; PROSPECTUS DUE
W: The Changeling
F: The Birth of Merlin (archive.org) (1622)

WEEK 12: 11/5-11/9 OUTLINE DUE
M: The Birth of Merlin; pamphlet: “Prophecies of Merlin, Recently Discovered.”
W: The Devil is an Ass (archive.org) (1631) OHW: “Demonic Possession, Exorcism, and Witchcraft,” By Sarah Ferber.
F: The Devil is an Ass

WEEK 13: 11/12-11/16
M: The Late Lancashire Witches (archive.org) (1634); OHW: “Witchcraft and the Law,” by Brian P. Levack
W: The Late Lancashire Witches.
F: The Late Lancashire Witches.

WEEK 14: 11/19-11/23
M: Presentations
W-F: THANKSGIVING HOLIDAY. NO CLASSES.

WEEK 15: 11/26-11/30
M: Presentations
W: Presentations
F: Presentations

PAPER 2 IS DUE IN MY BOX IN THH 404 FRIDAY DECEMBER 7, 2018 BY 3PM.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards, https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.
Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.