HIST 4499-01: Senior Seminar
The Early Modern Witch Craze
Spring 2014
R, 2:00-4:45pm
Soc. Sci. Building 3032

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Course Description

This class is designed as a capstone seminar, a course for you to use all the tools and knowledge you have accumulated as a history major at KSU. It is reading, research, and writing intensive, so please schedule accordingly. Your primary objective is to write an article-length essay based on original primary research.

The historical subject matter of the witchcraft craze with special reference to the Salem witch trials will be examined in detail. This module will draw on the large range of secondary literature and a database of the Salem witchcraft trials to examine a range of key questions about the early modern ‘witch-craze’. What were witches accused of, and how did this relate to what they actually did? What triggered off witch-hunts? Did witch-hunting represent a war of the sexes, or a campaign of social control or neither? Who believed in witchcraft, who was sceptical about it and how did ideas about ‘the damned art’ change in the course of the period?

I assume that you have retained most of the basic skills you learned in HIST 2270/2275: working with databases, proper citation, critical reading of historical material, good writing – i.e., how to “do” history. We will have a refresher here and there, but we will not go into great detail on these matters.

Readings
You will read a variety of books and articles during the first half of the semester.

Required Texts:


Bibliography:


- You could purchase one of your own, or you could check out this website, which will answer many of your citation questions: [http://owl.english.purdue.edu/owl/resource/717/1/](http://owl.english.purdue.edu/owl/resource/717/1/).

**Course Requirements**

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<th>Component</th>
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<td>Class Participation/Reaction Papers</td>
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<td>Paper Prospectus</td>
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<td>Peer Review</td>
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<td>Oral Presentation</td>
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<tr>
<td>Research Paper</td>
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**Class Participation/Reaction Papers: (20%)**

Class participation is critical to success of this course, especially the first half. You need to come to class each day on time and prepared to engage the readings with thoughtful comments and questions. Be ready to present, articulate, and defend your ideas, as well as listen to and comment on the ideas of others. Your attendance and participation will affect your grade.

Part of your participation grade will include **reaction papers** on two sets of readings. These will be **1-2 pages** in length, and will assess the author’s overall argument, methodology, and use of source material. How well does the author do what s/he set out to do? What sources did s/he use? Is the argument convincing?

**Paper Prospectus: (10%)** The purpose of a prospectus is to clearly define your topic, to establish its importance, and to explain how you are going to carry out the project.

- Your prospectus should include a descriptive **title** that clearly identifies your topic.
- It should clearly define and describe your **topic** in a couple of succinct paragraphs.
This opening description of the project should begin to establish its importance and to convince a reader that it is worth reading.

- Next, your prospectus should present your **argument**. An argument is an original, incisive interpretation of your topic – it is not a restatement of your topic. It is something that any potential reader can disagree with. In this section, you should also include a discussion of any special methodological approach you will be taking, and you should situate your project within the historical literature. Think of this section as a short literature review: what have other historians said about your topic? How is your approach and argument going to be different? Are there any models that have influenced your approach to the topic?

- Your prospectus should also include a **research plan**. This is a way to pace yourself and measure your progress throughout the course of researching and writing your paper. Your plan should include dates for when you will complete your secondary reading and your primary research, and set clear dates for when you will draft various sections of your essay. The plan can be in a bullet point format.

- Finally, your prospectus should include a **bibliography** with the primary and secondary sources that you plan to consult. You should closely follow the *Chicago Manual of Style* bibliography format.

- Your prospectus is due in **Week 8. March 6th**.

**Peer Review:** (10%) Reading and critiquing the work of others is an essential part of doing history, so you will conduct a peer review of a colleague’s paper. This assignment has two deliverables: a marked-up copy of the paper, looking for issues of grammar, style, and clarity; and a 1-2 page review, commenting on the paper’s organization, argument, and overall effectiveness. You can either mark up a printed copy or use the track changes function in Word. You will turn in a first draft of your paper to your peer reviewer and to me by **Week 9 March 13**. You will return copies of the mark-up and the review to your colleague and me by **Week 11 March 27**.

**Oral Presentation:** (10%) You will present your findings in a 15-minute presentation to the class. We will schedule these presentations as the time nears.

**Research Paper:** (50%) The final paper is due on **May 1st**. I will not grant extensions, barring catastrophe. Your paper must be submitted in hard copy and on turnitin.com (class id and password will be given later). Sections of the essay should appear in the following order:

  - **Cover page** with the paper’s title, your name, date, and course title.
  - A 1-page **abstract** of the essay, summarizing its subject matter and key findings.
  - At least **20-25 pages of text**. This length does not include the title page, abstract, or bibliography (your title page and abstract should not be paginated, but your bibliography should). The paper should be double-spaced in a common font (Times New Roman is safest), and should have 1” margins. And please use footnotes, not endnotes.
  - A **bibliography** listing all sources consulted (not only those cited) for your paper. This should be divided into primary and secondary source sections, with primary sources coming first.

**Academic Integrity**

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of your academic careers. If you have not already read KSU’s Student Code of Conduct, you should do so immediately. You can find it here: [http://www.kennesaw.edu/scai/code_of_conduct.shtml](http://www.kennesaw.edu/scai/code_of_conduct.shtml).
You should pay particular attention to Section II.A., which I have copied here:

A. Plagiarism and Cheating
No student shall receive, attempt to receive, knowingly give or attempt to give未经授权 assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Attendance

Attendance is mandatory on scheduled class days. Your physical and mental presence in the classroom is essential to your ability to do well in this course. Your grade will suffer if you are not in the classroom.

Electronic Devices

Cell phones and similar devices should be turned off and put away during class. Using laptops during class is discouraged for a variety of educationally-sound reasons. Use of laptops is therefore limited to those who have a specific, verifiable need to use them.

Contacting Me

I will hold regular office hours on Tuesdays or Thursdays, 11:00-12:00. This will be dependent upon my schedule that week. These hours are for unscheduled drop-ins. You will need to schedule an appointment for the mandatory individual meetings. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

Course Schedule:

Week 1:
R, 1/9: No Class
Read Levack, pp. 1-24 for next Thursday

Week 2
R, 1/16: The Intellectual and Legal foundations of the Witch Craze
Read for Thursday:
- Levack pp. 30-67
Week 3
R, 1/23: The Legal Foundations of the Witch Craze
Read for Thursday:
• Levack pp. 74-103

Begin to think about potential topics

Week 4
R, 1/30: The Reformation and the Social context of the Witch Craze
Read for Thursday:
• Levack, pp. 109-165.

Week 5
R, 2/6: Salem 1692. What social tensions underlay the Salem Witch hunts?
Read for Thursday:
Demos, pp. 1-56.
• By this point you should have a very good idea of what topic you want to write on for your paper. Look over Levack’s bibliography and see what books/articles are germane to your topic. You will need to find and read at least 3 different sources on your topic for your 2nd reaction paper Feb. 13. This can include articles, books, chapters, longer reviews, etc. The idea is to not only learn more about your topic but to determine the historical arguments that influence the narrative and analysis of events related to your topic. This will help you to focus your prospectus which will be due on March 6.

– Mandatory Meetings with Instructor

Week 6
R, 2/13: What can one learn from the history of New England about the relationship between witch beliefs and Puritanism?
Read for Thursday:
• Demos, pp. 97-152

*Reaction Paper Due

Week 7
R, 2/27: Is it possible to generalize about the causes and characteristics of large-scale witch hunts?
Demos, pp. 213-245.
*Reaction Paper Due
*JAN 31 is the last day to withdraw without academic penalty

Week 8
R, 3/06: Prospectus Due – Be ready to present to the class

Week 9
* You Must Schedule a Time to meet with the Instructor at least once over the next two weeks.
R, 3/13: NO CLASS – Work on your own
Drafts due for Peer Review
Week 10
R, 3/20: NO CLASS – Work on your own

Week 11
R, 3/27: Group meets to discuss progress
*Must Schedule a Time to Meet Individually with Instructor This Week
Peer Reviews Due

Week 12
R, 4/03: Presentations

Week 13
R, 4/17: Presentations

Week 14
R, 4/24: Presentations

Week 15
R, 5/01: Papers Due