

Approval Form

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NOV 13 1996

Proposal Title: Proseminar in History 22051 393

Sponsor(s) Joy Wiltenburg Dept.: History Ext. 4818

David Applebaum
Departmental Curriculum Committee
and History Department

Check one: Course Specialization Concentration Minor Achievement Certificate

Certification Program Major Program Minor Change

(please name deletion or credit/title/catalog change)

Undergraduate

Graduate

3 Credit Hours

Step 1 (Department)

Approved 10-15-96
Date

Not Approved

David Applebaum
Dept. CC Chairperson

Reviewed 10/15/96
Date

Harry Norder
Dept. Chairperson

Step 2 (Receipt)

SCC# 96-97-72

Proposal Received 10-24-96
Date

Ronald J. Goshen
SCC Chairperson

Step 3 (School CC)

Reviewed 11/1/96

Approved

Not Approved

Comments:

B. Patrick
School Curr Comm Chairperson

Step 4 (Academic Dean)

Comments:

Recommend

Not Recommend

Conditionally Recommend (see comments)

Reviewed 11/1/96
Date

Phyllis DeLeonardis
Signature, Dean of School

Step 5 (SCC)

Open Hearing 4-9-97 Approved by Senate Curriculum Committee _____ Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate _____

Approved

Not Approved

Notification to Executive Vice President/Provost 5/5/97

Ronald J. Goshen

Step 7 (Executive V.P./Provost)

Received 6/9/97
Date

Approved Yes No

If no, reasons are as follows.

Student credit hours 3

Faculty load hours 3

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

C. Matt
Signature, Executive Vice President/Provost

Registrar

Approved course description received 6 June 97
Date

Hegis Taxonomy and Course Number assigned 2205-343

B. K. Kelsey
Signature, Registrar

6 June 97
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar

Sponsor(s)

COURSE TITLE: Proseminar in History

SPONSOR: Joy Wiltenburg and the History Department

CREDIT HOURS: 3

COURSE LEVEL: Undergraduate, 300-Level

CURRICULAR EFFECT: This is an upper-level elective for history majors, intended to be taken early in their series of upper-level courses.

PREREQUISITES: Three 100-level history survey courses (one Western Civilization, one U.S. History, one World History); Historical Methods.

SUGGESTED TIME AND SCALE OF IMPLEMENTATION: One section per semester to be offered beginning in 1997-98.

ADEQUACY OF PRESENT RESOURCES: No additional staff or resources required. The course should be limited to 22 students, as discussed below; at the suggested scale of implementation the department can do this with present resources.

EVALUATION OF SHORT-TERM COURSE: See Appendix.

RATIONALE:

The proposed course will introduce history majors to focused analysis of a particular historical topic or theme, improving the transition from introductory surveys to more advanced courses. This is an enriched version of the traditional "topics" course, combining topical coverage with programmatic goals of developing students' skills in historical analysis.

History majors need the opportunity for fuller exposure to in-depth historical analysis than is provided by existing courses. Current history course offerings are broadly based, to cover a wide range of areas and periods. Though students are asked to do in-depth research and analysis individually in upper-level courses, we currently have no course offerings that take a whole class through the details of such analysis. By exploring a particular theme jointly in the Proseminar, students will gain valuable preparation for the independent work that is required of them in other upper-level courses.

This course fits ideally into the redesigned history major, providing more coherence and structure while at the same time allowing for fuller exploration of topics of students' own interest.

- a. The Proseminar will complement the Historical Methods course by providing concrete applications for the skills and tools acquired there.
- b. By providing experience in historical analysis, the Proseminar will allow students to develop ideas that they can carry over into independent research in upper-level courses, particularly senior seminar. This is true whether or not a student's upper-level courses fall in the same subject area as the Proseminar. Students may develop an interest in the course content and wish to pursue research on similar themes in upper-level courses, OR they can apply the approaches and analytical skills used in the Proseminar to other periods, geographic areas, and historical questions. This addresses one of the most frequent problems faced by

students in upper-level courses: that is, how to choose a topic for research and approach it in a practical and productive way.

c. The Proseminar will provide a valuable point of entry into the Rowan program for our many transfer students. Often the survey courses that transfer students have taken elsewhere are not as analytically focused as the survey courses in our history program. Students with little background in historical analysis especially need the experience this course will provide. They can also begin to compile the portfolio of historical writing that is part of our redesigned major.

ESSENCE OF THE COURSE:

a. The central aim of this course is to introduce history majors to in-depth historical analysis, so that they will be able to apply the skills learned here to their upper-level history courses. In completing this course, students should learn to read historical accounts critically, to reconstruct historical events from original documents, and to write coherent historical analysis.

Content will vary according to the specific theme of each section (which in turn will vary with the areas of expertise of the different faculty members teaching the course; see attached sample course descriptions). Common to all content areas, however, will be attention to the following:

a) Original sources. To promote analytical thinking about history, students will be introduced to the building blocks from which historians reconstruct the past. Wherever original sources are appropriate and available, students in this course will work with historical evidence, which may include both written documents and less traditional sources from the past such as art, architecture, archaeological evidence, statistics, etc.

b) Historiography. Students will examine how various historians have approached and interpreted the same subject. The aim of such study is to make students aware that historical accounts are constructed by historians, not dictated directly by events. In analyzing how history is 'made' by historians, students should learn to read critically rather than absorb information passively.

c) Intensive writing. Central to any historical analysis is the ability to express one's thoughts in intelligible and cogent form. This course will integrate writing assignments with analysis of historical sources, class discussion, and critical comparison of historical approaches. Through both formal and informal writing, and through drafting and rewriting, the course will explore the uses of writing both as an aid to thought and as a means of communication.

d) Class discussion. Joint exploration of themes from reading and writing assignments in class is an old-fashioned form of cooperative learning. This is essential to the seminar course format and is another means of encouraging active rather than passive learning. (It is worth noting that this is true even for students who cling to their right to remain silent; they construct the class's meaning from the interplay of ideas rather than absorbing a linear discourse.)

Because of the emphasis on intensive writing and class discussion, class size for this course should be limited to 22 students.

b. Topical Outline/Content: will vary. See attached sample syllabus (Witch Hunting in Early Modern Europe, Wiltenburg) and proposed outline for a future semester (Comparison of European and Chinese Historiography, Wang).

c. Students will be evaluated and graded based on both written work and class participation. The formal, graded written work will be a series of papers analyzing the course material.

d. Students completing the course will be asked to fill out the history department's course evaluation form, which, in addition to standard questions about the quality of the course and instruction, asks them specifically to assess the course's contribution to their skills in historical analysis and writing. Instructors will meet with the history department's curriculum committee to assess the course's success in meeting its goals and those of the college, and the results of this consultation will be presented to the history department as a whole.

RESULTS OF CONSULTATIONS:

No other departments offer courses with similar content or titles.

CATALOG DESCRIPTION:

Proseminar in History.

(Prerequisites: 2205.100 or 2205.101, 2205.150 or 2205.151, 2205.120, and 2205.299, or permission of instructor)

This course introduces students to in-depth historical analysis of a selected theme, including work with historical sources, critical reading of historians' accounts, intensive writing and class discussion. Past and proposed topics include early modern witchcraft, the partition of Africa, comparative historiography of China and Europe, revolutions and revolutionaries, and historical analysis of visual texts.

APPENDIX

Evaluation of Short-Term Course--Proseminar in History

Evaluation by Departmental Curriculum Committee:

Our piloting of the Proseminar clearly indicates that it needs to be part of our regular course offerings. The course is running as planned for the first time this fall (1996), so this is an ongoing evaluation, but several points have already become clear as the course has been developed:

- This course design, by taking students jointly through intensive readings on a focused topic, forms an exercise that models what they will later do in independent research, but without depending on extensive library collections in the topic area.
 - Often our students are faced with a double challenge when they set out to do their first research papers in upper-level history classes: first, they must understand what kinds of questions their research needs to answer; second, they must find sources in a frustratingly limited library environment.
 - This course allows them to take these challenges one at a time, by focusing on the first set of tasks rather than extensive research.
 - (See attached list of books for review; each student is reviewing one outside book, and nearly all the students have been able to find their books in the Rowan library.)

- The course's first writing assignment, as devised for this semester, asked the students to reconstruct events in one of the 1692 Salem witchcraft trials from a collection of differing original documents. Several found this a difficult task and are rewriting their first efforts. Few have done this sort of exercise before, and none have done it in connection with a subject on which they are about to become 'experts.' This is as close as students can get to the experience of what historians actually do, and will help them become more informed assessors of historical writing.

- Problems of inaccurate course listings and students' unfamiliarity with the new course have plagued our piloting of the proseminar. The course needs to be integrated into the program as a regular course offering, so that students will expect its appearance and be well informed about the opportunity to take it.

Proseminar: Witch Hunting in Early Modern Europe

Fall 1996
Thurs. 12:30-3:30

Joy Wiltenburg, ext. 3992
Office hrs. TF 11-12:20 & by appt.

The Proseminar is designed to promote in-depth analysis of a particular historical topic--in this case, the widespread prosecution of alleged witches during the sixteenth and seventeenth centuries. Recent historical research has shown how the "witch craze" intertwined with major developments in politics, religion, culture, and society. Once dismissed as the product of medieval ignorance or mass hysteria, witch hunting must now be reckoned with as part of what made the age of Renaissance and Reformation 'modern'. By examining different historical interpretations as well as original documents, we will explore the relationship of witch hunting to its historical context. At the same time, we will analyze the ways in which historians have reconstructed and interpreted evidence about the events, ideas, and political and social structures that figured in witch trials.

Written Requirements: There will be two short papers (3-4 pp.) early in the semester, focused on primary sources: the first a description of events based on differing accounts, the second an analysis of the leading witch-hunting manual of the period. Each student will select a book to review from a list I will hand out; this will form the basis for a 5-page book review and a short (5-10-minute) oral report. The term paper of 10-15 pages will combine analysis of the course reading with outside research. There may also be occasional short writing assignments in class, which are not graded individually but form part of my assessment of participation.

Classroom Requirements: Reading assignments should be completed by the class for which they are listed. Classroom work is an essential part of the proseminar format; regular attendance and participation are required and will be considered in the computation of grades. Since each class deals with a whole week's work, students who miss class will be required to hand in a 2-page summary of the reading assigned for that week. Please bring books to class for consultation and discussion.

Grades: Grades will be assigned on a scale of A, A-, B+, etc., and will be based on the short papers (40%), book review (20%), term paper (30%), and class participation (10%).

Books:

Joseph Klaitis, Servants of Satan: The Age of the Witch Hunts
Alan Kors and Edward Peters, Witchcraft in Europe 1100-1700: A Documentary History
Norman Cohn, Europe's Inner Demons [out of print--some xeroxed selections]
Carol Karlsen, The Devil in the Shape of a Woman
Carlo Ginzburg, The Night Battles

* indicates readings available in xeroxed packet on reserve

1. Sept. 5 Introduction
2. Sept. 12 The Problem
Reading: Klaitis, 1-18; *Trevor-Roper, "The European Witch-Craze"
3. Sept. 19 What Happened? Reconstructing a case of witchcraft
Reading: *Salem documents
Writing assignment: reconstruction of events from multiple sources [due today]
4. Sept. 26 Roots of evil: tracing the sources of European witchcraft

Readings: Klaitz, 19-47; *Cohn, 32-59 (Demonization of medieval heretics), 206-24 (The night witch in popular imagination); Kors & Peters 3-15, 48-52, 63-74

5. Oct. 3 The Hammer of Witches

Readings: Kors & Peters, 113-189 [Malleus Maleficarum]

Writing assignment: analysis of a primary text [due Oct. 10]

6. Oct. 10 'Sexual Politics and Religious Reform'

Readings: Klaitz, 48-85; *Coudert, "The Myth of the Improved Status of Protestant Women: The Case of the Witch-Craze," in Politics of Gender in Early Modern Europe, 61-89; Kors & Peters, 193-215 [Luther, Calvin, Bodin]

7. Oct. 17 Social contexts: witches and accusers

Readings: Klaitz, 86-103, 104-127; *Roper, "Witchcraft and fantasy in early modern Germany," from Oedipus and the Devil

8. Oct. 24 NO CLASS --work on book reviews, due Oct. 31

9. Oct. 31 Trials in action: BOOK REVIEW DUE

Readings: Klaitz, 128-58; Kors & Peters, 216-275

10. Nov. 7 Were there really witches?

Readings: *Cohn, 99-125; *Roper, "Oedipus and the Devil"; Ginzburg, xiii-xxi [start reading rest for next week]

11. Nov. 14 Popular practice vs. inquisitorial justice:

Readings: Ginzburg, 1-145

12. Nov. 21 Salem revisited

Readings: Karlson, 1-14, 29-116

Nov. 28 Thanksgiving, no class

13. Dec. 5 Gender revisited

Readings: Karlson, 117-221, 253-57

14. Dec. 12 The End of Witchcraft TERM PAPER DUE

Readings: Klaitz, 159-176; Kors & Peters, 311-359

Books for reviews:

*=in Rowan library

*Bengt Ankarloo & Gustav Henningsen, eds., Early Modern European Witchcraft: Centres and peripheries, Oxford 1990

*Julio Caro Baroja, The World of the Witches. 1955

Anne Barstow, Witchcraze : a new history of the European witch hunts. 1994

Paul Boyer & Stephen Nissenbaum, Salem Possessed (1974)

*Robin Briggs, Communities of belief : cultural and social tension in early modern France Oxford 1989

*John Demos, Entertaining Satan: Witchcraft and the culture of early New England (1982)

*Brian Easlea, Witch hunting, magic, and the new philosophy: an introduction to debates of the scientific revolution. 1980

Richard Godbeer, The Devil's Dominion: Magic and Religion in Early New England (Cambridge, 1992)

*R. P. Hsia, The myth of ritual murder: Jews and magic in Reformation Germany 1988

Richard Kieckhefer, European Witch Trials: Their Foundations in Popular and Learned Culture, 1300-1500. Berkeley 1976

Gabor Klaniczay, The uses of supernatural power : the transformation of popular religion in medieval and early-modern Europe . Princeton 1990

*Michael Kunze, Highroad to the Stake

*John Langbein, Torture and the Law of Proof 1977

Christina Lerner, Enemies of God: The Witch Hunt in Scotland

*Christina Lerner, Witchcraft and Religion: The Politics of Popular Belief

Emmanuel Le Roy Ladurie, Jasmin's Witch: an investigation into witchcraft and magic in southwest France during the seventeenth century. 1987

*Emmanuel Le Roy Ladurie, Montaillou

*Alan Macfarlane, Witchcraft in Tudor and Stuart England 1970

Robert Mandrou, Magistrats et sorciers en France au XVIIe siecle 1968

Ruth Martin, Witchcraft and the Inquisition in Venice, 1550-1650, Oxford 1989

*H. C. E. Midelfort, Witch Hunting in Southwestern Germany 1972

E. William Monter, Witchcraft in France and Switzerland: The Borderlands in the Reformation. 1976

E. William Monter, Enforcing morality in early modern Europe. 1987

*E. William Monter, Ritual, myth and magic in early modern Europe 1984

Robert Muchembled, Culture populaire et culture des elites dans la France moderne 1978

Edward M. Peters, The Magician, the Witch, and the Law 1978

*Edward M. Peters, Torture

*Lyndal Roper, Oedipus and the Devil 1994

Keith Thomas, Religion and the Decline of Magic 1971

*D. P. Walker, Unclean Spirits: Possession and Exorcism in France and England in the Late 16th and early 17th centuries 1981

Gerhild Scholz Williams, Defining Dominion: The Discourses of Magic and Witchcraft in Early Modern France and Germany. Michigan c. 1995

*Deborah Willis, Malevolent nurture : witch-hunting and maternal power in early modern England 1995

Proseminar: Comparison of European and Chinese Historiography
Instructor: Dr. Q. Edward Wang

Course description:

This course is designed to study and compare the differing traditions of historical writing in Europe and China. It teaches students about different interpretations of history, the improvement of historical methodology, and the relationship between history and other social sciences. It also demonstrates how historical practices reflect the nature and structure of a society as seen in Europe and China.

Students will read essential historical works from different periods. They are expected to discuss the readings every week from a comparative perspective, examining the evolution of historical writing and its relationship to social changes in the two civilizations. In addition, they will write three book reviews (5-8 pages) and one paper (15-20 pages) adopting a comparative approach.

Topical Outline:

1. Narrative vs. annals--two forms in writing history
2. Morality and history--Confucius' example
3. Truth and history--Herodotus and Thucydides
4. Apocalyptic history--medieval historiography
5. History as a mirror of aid for government--political history in imperial China
6. Humanism and history--Renaissance historiography
7. "Evidential research"--Chinese antiquarianism
8. Historical criticism--19th century European historiography
9. History and national salvation--20th century China
10. 20th century European historiography--a kaleidoscope
11. Revolution and history--history in Communist China
12. The use and abuse of history--history and modern society