

**Fall 2019**  
**CPLT 2201/ENGL**

**Introduction to World Literary Traditions Pre-Enlightenment Representation of the Witch**

Instructor: Liz Johnston

Office: 334 Allen Hall

Office hours: Mondays 11:30 am – 2:30 pm and by appointment

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**Course Description**

Over the course of the semester, we will explore various texts including about witches. With each text, we will explore the figure of the witch, the representation of those figures, and the balance between power and powerlessness. Through our course material, we will encounter various religious or spiritual beliefs, however, our goal is not to evaluate, praise, condemn, or convert anyone to any religion. The purpose of this course is to discuss and interpret texts that utilize the figure of the “witch” and develop skills in academic discourse.

**Course Texts**

All course assignments **EXCEPT** *I, Tituba: Black Witch of Salem* by Maryse Condé and *The Witch: A New England Folktale* (2015) dir. Robert Eggers are posted on Moodle. However, *I, Tituba* is the last text that we will read and *The Witch* is available on Netflix, Amazon Prime Video (\$3.99), iTunes (\$3.99), YouTube (\$5), and Google Play for (\$5).

**Assignments**

**Daily Responses (10%):**

Please bring a typed response containing **no less than** three passages from the assigned reading for the class period for which you would like to discuss or pose a question about to the class. This counts as your attendance/participation for the class period. No daily response is required on the panel days, testing days, the film response due date, or review days.

**Comparative Class Panels (20%):**

Throughout the semester, there will be three panels: The Circe Panel (discussing Homer's *Odyssey* Book 10 and Ovid's *Metamorphoses* Book 14), The *Medea* Panel (Seneca and Euripides), and The *Tituba* Panel (*The Crucible* and *I, Tituba*). In this course, we will encounter multiple interpretations of the same characters by multiple authors in multiple time periods. The purpose of the panel is to allow a group of people to lead the class in discussing the concepts, connections, and differences surrounding these characters. Some of the questions to consider in your preparation for the panel include: What do these characters represent? How are they represented in these texts? How do the representations compare? How do they contrast? Why do you think these representations exist? How do these figures apply to the era in which they were written? How do these texts apply to the modern day (or how do they not apply to today)? Why do these characters/texts matter (or not matter?)

The class will be split into groups and assigned a panel at the beginning of the semester. Students will only have to serve on one panel to fulfil this requirement. The students not on the presenting panel are encouraged to ask questions to our panelists.

For these panels I am interested in ***your*** interpretations of the text and the discourse that you can create with your classmates. However, in order for us to understand your interpretation/reading of the text, we need you to support your statements with textual evidence. **Please come prepared with textual evidence for your talking points to turn in at the end of the presentation. Discussions occurring during the panels are likely to show up on the midterm/final exam.**

**Malleus Maleficarum/Hammer of Witches Presentation (10%):**

The *Malleus Maleficarum* (often translated to the “Hammer of Witches”) is the most popular and thorough treatise on the topic of witchcraft and stayed a top best seller for 200 years. It’s also quite long. However, it is fairly digestible when broken up into parts. Instead of having everyone in the course read the entirety of the text, each student will have a small selection to read and summarize in a 5 – 10-minute presentation to the class. Students may either speak from talking points or read directly from a paper. **Please be prepared to turn in a typed, Times New Roman, 12pt font summary at the end of the class period in which you present.** A 1-2-page double spaced summary will suffice.

**Film Response (5%):**

Please write a five-page essay on Robert Eggers’ *The Witch: A New England Folktale* (2015). This essay will encompass what we have addressed throughout the semester: how is the figure of the witch represented in the film? What does the witch/witchcraft convey/communicate in the film? How? Please turn in a typed, 12 pt. font, double spaced, Times New Roman paper on the due date and email me a copy by the start of class time.

**Midterm: 25%**

**Final Exam: 30%**

**Grading Scale**

<b>A+:</b>	100-98	<b>B+:</b>	89-87	<b>C+:</b>	79-77	<b>D+:</b>	69-67	<b>F:</b>	59-0
<b>A:</b>	97-93	<b>B:</b>	86-83	<b>C:</b>	76-73	<b>D:</b>	66-63		
<b>A-:</b>	92-90	<b>B-:</b>	82-80	<b>C-:</b>	72-70	<b>D-:</b>	62-60		

**General Education Requirement**

1. An LSU graduate will demonstrate effective communication of complex knowledge and ideas through written, oral, visual, and technological media.
2. An LSU graduate will demonstrate an understanding of historical, cultural, and philosophical complexity which supports sophisticated discourse.
3. An LSU graduate will be able to conduct research-based inquiry, including articulation of complex disciplinary and interdisciplinary problems, effective evaluation and analysis of

primary and secondary sources, and integration of relevant information into original discourse.

4. **General Education Assessment.** At the end of the semester you will be required to complete a General Education Assessment. This will be done during our Final Exam Time and is **mandatory for you to pass the course.** The assessment will consist of an essay question over a passage you have read during the course of the semester and must meet three criteria: 1) It must demonstrate reading comprehension: interpreting both the literal and figurative meaning of the passage. 2) Produce a valid interpretation using at least (but not limited to) one of the following modes of interpretations: Generic (genre), Thematic (theme), Historical, and/or Cultural. 3) Your essay must be written clearly and effectively.

### **Plagiarism and Academic Honesty**

Students are responsible for being familiar with the University's academic conduct guidelines. Cases of academic dishonesty will be referred to the Dean of Students. If you feel at all concerned about the academic policy or have questions, please see me.

<https://sites01.lsu.edu/wp/lsuonline/files/2013/08/Academic-Integrity-Orientation-Moodle-Module.pdf>

### **Electronics Policy**

Tablets are laptops are permitted for viewing eBooks/PDFs or note taking. However, use of mobile phones (i.e. texting, talking, facetime, snapchat, Instagram, and other social media) is strictly prohibited.

### **Students with Disabilities**

Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Students with disabilities, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services (DS). DS is located in 115 Johnston Hall. Phone is (225)578-5919. To receive academic accommodations for this class, please obtain the proper DS forms and meet with me at the beginning of the semester.

## **Schedule**

### **August**

**27:** Syllabus Day

**29:** Early Witches Packet

### **September**

**3:** The Code of Hammurabi Selection and The Nine Tablets of the Ritual Maqlû (Tablets I-V)

**5:** The Nine Tablets of the Ritual Maqlû (Tablets V- til end)

**10:** Homer's Odyssey Book 10

**12:** Ovid's Metamorphoses Book 14

**24:** Medea by Euripides

**26:** Medea by Euripides

### **October**

**1:** Medea by Seneca

**3:** Medea by Seneca

8: Comparative Class Panels 1 and 2

**10: Midterm Review Day**

**15: Midterm**

**17: Fall Holiday – No Class**

**22:** Macbeth by Shakespeare

**24: No Class**

**29:** Malleus Maleficarum/ Hammer of Witches by Kramer and Sprenger (assigned parts)

**31:** Malleus Maleficarum/ Hammer of Witches by Kramer and Sprenger (assigned parts)

### **November**

**5:** The Witch of Edmonton by Rowley, Dekker, and Ford

**7:** The Witch of Edmonton by Rowley, Dekker, and Ford

**12:** Late Witch Readings Packet 1

**14:** Late Witch Readings Packet 2

**19:** The Crucible

**21:** I, Tituba

**26:** I, Tituba

**28:** Thanksgiving Break – No Class

**December**

**3:** Discussion Day, Film Response Due

**5:** Review Day/Panel 3

Final Exam  Monday, December 9, 2019 3:00 pm-5:00 pm