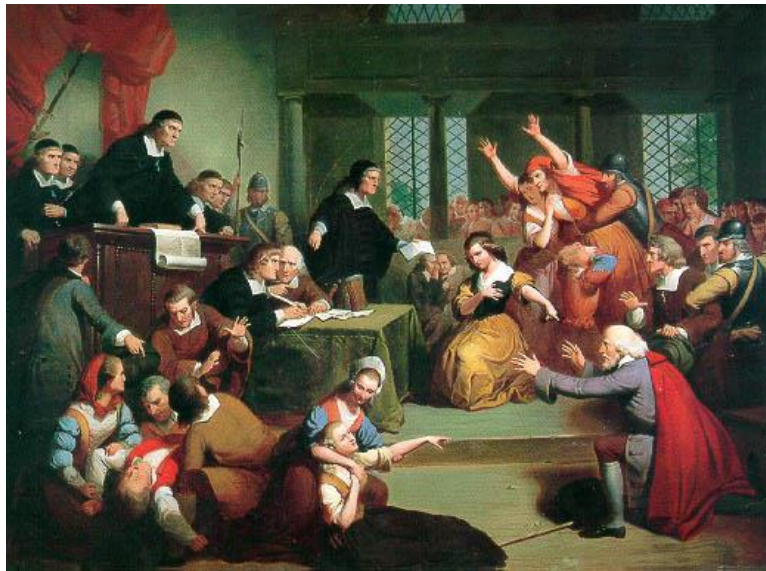




**HISTORY 497.01W: THE SALEM WITCH TRIALS
COURSE SYLLABUS: SUMMER I 2020**



T. H. Matteson, *The Trial of George Jacobs, August 5th, 1692* (1855)
Peabody Essex Museum, Salem, Massachusetts

Online Course

Instructor: Professor John Howard Smith
Office Location: Ferguson Social Sciences 117
Office Hours: By appointment only
University Email Address: John.Smith@tamuc.edu

COURSE INFORMATION

Course Prerequisites/Co-requisites: None

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Richard Godbeer, *The Salem Witch Hunt: A Brief History with Documents*. Boston: Bedford/St. Martin's, 2011. ISBN13: 978-0-312-48455-2
 Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692*. New York: Vintage Books, 2002. ISBN10: 0-375-70690-9
 Emerson W. Baker, *A Storm of Witchcraft: The Salem Trials and the American Experience*. New York: Oxford University Press, 2015. ISBN13: 978-0-19-062780-5

Additional Materials:

Lectures on relevant topics accessible via Prof. Smith's YouTube channel: (https://www.youtube.com/channel/UCZux9dcEDIOb3GBQV6DLIzQ?view_as=subscriber). See "Course Schedule" below for details.

Journal articles accessed via JSTOR (Gee Library Databases)

Weekly Zoom meetings

Course Description:

No event in the history of colonial America is more controversial or magnetic as the Salem Witchcraft Trials (1691-93), prompting historian Mary Beth Norton to refer to it as "the 800-pound gorilla" of colonial American history. However, the strangeness of the event does not come from our present-day assumption of early modern ignorance and Puritan superstitions, but rather from the fact that it was a strange event for the late seventeenth century itself—an anomaly. Through the study of the trial transcripts and related documents of the investigation, as well as a few of the landmark scholarly works on the events of 1691-93, students will learn about the Puritans' worldview and the socio-political milieu that shaped their reactions to the events leading up to the trials, become intimately familiar with the dynamics of the episode from beginning to end, and assess the historiography of the Salem witch trials in both monographs and articles.

Student Learning Outcome:

Students will demonstrate an understanding of the ways religious, diplomatic, political, and social factors combined in a unique way to create the crisis precipitating the Salem witch trials.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist students in achieving the outcomes/objectives for the course and instructional units/modules. Each week students will work on various combinations of readings, discussions, and research.

Participation: (100 pts., 40% of course grade)

Student Learning Outcome: Students will demonstrate an understanding of the ways religious, diplomatic, political, and social factors combined in a unique way to create the crisis precipitating the Salem witch trials.

Participation in online class discussions, as well as potential virtual meetings (see below) are intended to allow students to discuss substantively issues pertaining to the topics at hand, and will serve to inform the Instructor about how well students are absorbing course content. Facility in oral communication will thus be developed through these activities.

Final Exam: (100 pts., 30% of course grade)

Student Learning Outcomes: Students will demonstrate an understanding of the ways religious, diplomatic, political, and social factors combined in a unique way to create the crisis precipitating the Salem witch trials.

The final exam, administered via D2L/Brightspace, will be an open-book examination wherein students will be required to write two substantive analytical essays in response to a selection of questions within a two-hour time period. Students will be required to utilize their absorption of the course content, supplemented by their use of the course texts as evidentiary support, in order to compose fulsome responses to questions that test their understanding of the course content.

Case Analysis: (100 pts., 30% of course grade)

Student Learning Outcome: Students will demonstrate an understanding of the ways religious, diplomatic, political, and social factors combined in a unique way to create the crisis precipitating the Salem witch trials.

The research project will be a case analysis of one accused witch provided for you by the Instructor. Using the documents found in *The Salem Witchcraft Papers*, (<http://saalem.lib.virginia.edu/category/swp.html>) you will examine all transcribed primary sources pertaining to the progress of your individual's accusation, trial, and outcome (execution, conviction and reprieve, or acquittal). Then, using the course texts and whatever other sources you wish to consult, you will write a detailed narrative of the circumstances surrounding your individual's case, including an analysis of why s/he was accused, tried, and what the outcome for him or her was. Students will thus gain further instruction in the art of researching and writing academic essays.

The paper must conform to the following physical parameters:

- Processed using MS Word or WordPerfect in 12 pt. Times New Roman font
- 1-inch margins all around, and double-spaced text
- 12-15 pages in length (*not* including the bibliography)
- All sources must be cited using footnotes in the Turabian/Chicago style
- There must be a bibliography of works cited at the end of the paper
- All pages must be numbered—no cover page, please!

Failure to meet most or all of the above requirements will result in an automatic F for the assignment. Failure to do the assignment at all will result in an F for the course.

Grading

Grading will be calculated using a standard 10-point scale, with course elements weighted accordingly:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Participation (100 pts.)	40%
Case Analysis (100 pts.)	30%
Final Exam (100 pts.)	30%

TECHNOLOGY REQUIREMENTS

To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

- 512 MB of RAM, 1 GB or more preferred
- Broadband connection required courses are heavily video intensive
- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

You must have a:

- Sound card, which is usually integrated into your desktop or laptop computer
- Speakers or headphones.
- *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

Current anti-virus software must be installed and kept up to date.

Run a browser check through the Pearson Learning Studio Technical Requirements website.
[Browser Check](http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet) http://help.D2L/Brightspace.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#BrowserSet.

Running the browser check will ensure your internet browser is supported.

- Pop-ups are allowed.
- JavaScript is enabled.
- Cookies are enabled.

You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software, if you do not already have them:

- [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
- [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical) <https://secure.D2L/Brightspace.com/tamuc/index.learn?action=technical>.

ACCESS AND NAVIGATION

This course will be facilitated using D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email is the most reliable method of reaching me outside of my office, since I will not be holding in-person office hours on campus. Expect a reply within 24 to 36 hours, and replies will only be sent to students' LeoMail accounts. **Do not email me from your personal email account.**

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Academic Honesty

It is the policy of the University, the History Department, and the instructor that no form of plagiarism or cheating will be tolerated. Plagiarism is defined as the deliberate use of another's work and claiming it as one's own. This means ideas as well as text, whether paraphrased or presented verbatim (word-for-word). You are neither required nor expected to come up with original ideas about, or new interpretations of, the Salem Witch Hunt. It is more important for students to understand why events unfolded in the ways they did, as well as what other scholars have said and written about them, so use proper citation in papers where appropriate. **However, anyone caught cheating or plagiarizing will automatically fail the assignment in question, may summarily fail the course, and could be subject to disciplinary action by the University.** There is an easy way to avoid such a dire fate: take pride in your work, and please take full advantage of the instructor's abundant willingness to help you at every opportunity.

Likewise, no element of the course grade is negotiable or optional, meaning that failure to take the final exam or to submit the research paper in the absence of compelling, documented circumstances **will result in automatic failure of the course.** *The instructor's evaluative judgment of student work is final, and will not be subject to revision except in cases of mathematical error.* **Grades are non-negotiable.**

Class Decorum

All students must show respect toward the Instructor and the Instructor's syllabus, presentations, assignments, and point of view. Students should also respect each others' differences. Disruptive behavior will not be tolerated. If the Instructor determines that a student is not being respectful toward other students or the Instructor, or is otherwise behaving in a disruptive manner, it is the Instructor's prerogative to remove the student from the class either temporarily or permanently, as the case requires.

"Campus Carry" Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code 46.035 and Texas A&M University-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer. Pursuant to Penal Code 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

June 1-5: Introductions—New England Society

June 1: Zoom Meeting (TBA—download Zoom at <https://zoom.us/>)

Readings: Godbeer, *The Salem Witch Hunt*, pp. 1-7

Lecture #1: Calvinism and English Puritanism

Lecture #2: Puritan New England

Lecture #3: Witchcraft in a World of Wonders

Readings: Godbeer, *The Salem Witch Hunt*, pp. 7-11, docs. 1-5 (pp. 39-44)

June 8-12: What Happened in Salem Village?

Zoom Meeting (TBA)

Readings: Godbeer, *The Salem Witch Hunt*, pp. 11-30, docs. 6-9 (pp. 44-49)

Norton, *In the Devil's Snare*, Introduction

Baker, *Storm of Witchcraft*, Introduction and chaps. 1-3

June 15-19: “Under an Evil Hand”

Zoom Meeting (TBA)

Lecture #4: Interpreting Salem as Superstition and Paranoia

Lecture #5: Interpreting Salem as Socio-Economic Conflict

Lecture #6: Interpreting Salem as Misogyny

Readings: Norton, *In the Devil's Snare*, chaps. 1-8 and Conclusion

June 22:-26: “An Inextinguishable Flame”

Zoom Meeting (TBA)

Readings: Baker, *A Storm of Witchcraft*, chaps. 4-9

Godbeer, *The Salem Witch Hunt*, docs. 81-85 (pp. 152-166)

June 29-July 2: Aftermath and Assessment

Zoom Meeting (TBA)

Readings: “Forum—Salem Repossessed,” *The William and Mary Quarterly*, 3rd Ser., 65 (July 2008), 391-534 (JSTOR)

Godbeer, *The Salem Witch Hunt*, pp. 167-168, docs. 86-95 (pp. 168-184)

June 30-July 2: Final Exam

July 1: Netflix Watch Party, *The Witch* (TBA)

Case Analyses Due July 2 by 11:59 p.m.