

HIST: 194-05 HISTORY ON THE DARK SIDE

Professor Andrea Cremer

T-Th, 3:00 – 4:30, Carnegie 6A

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Office hours and location: T, TH 1:00 – 3:00

Course Overview:

American culture is steeped in arcane belief and the occult. From the Salem witch trials to 19th century spiritualism the history of the US carries an undercurrent of the strange and inexplicable. This course mines the history of myth, magic and monsters in early American society, making links to the social, political, economic, and psychological climates that spurred interest and obsession with the "Wonders of the Invisible World." Particular attention will be given to the ways in which multiculturalism in the American past created a diverse foundation of mythologies and folklore with lasting legacies in the historical imagination.

Readings:

Louisa May Alcott	Behind a Mask
Charles Brockden Brown	Edgar Huntley
Charles Brockden Brown	Wieland
Owen Davies	Grimoires
Alison Games	Witchcraft in Early North America
Molly McGarry	Ghosts of Futures Past
Ann Taves	Fits, Trances and Visions
Susan Juster	Doomsayers
Karin Halttunen	Murder Most Foul
Yvonne Chireau	Black Magic
Mark Carnes	Secret Ritual & Manhood in Victorian America

Grading and Attendance:

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A – outstanding

B - significantly above requirements

C – meets requirements

D – does not meet requirements, but is worthy of credit

F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your final grade derives from your performance in five areas: four written assignments and participation in our class meetings. The percentage of your grade allotted to each assignment is as follows:

Primary document analysis	25%
Comparative evidence analysis	25%
History and Literature	25%
Attendance and participation	25%

Essays:

I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will focus on developing your ability to write thoughtfully and persuasively. In light of this goal, several writing assignments contribute to your overall grade in the course. The essays for this course focus specifically on the ways in which historians deploy diverse forms of evidence to create critical analyses and arguments. Details of each assignment will be handed out in class two weeks prior to the due date.

Primary Document Analysis (3 pages, double spaced)

Comparative Evidence Analysis (5 pages, double spaced)

History and Literature (5-7 pages, double spaced)

Class preparation and timely work:

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

Contacting me:

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

Important academic policies:

Academic dishonesty: Please do not cheat. Per college policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to sanction. Academic dishonesty is defined as “any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student’s own work.” This includes “cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another’s work.” **Disruptive conduct and sexual harassment:** Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as “unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature,” by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Disability Services, Student Disability Services is the designated office at Macalester College that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220.

Fall 2011 Class Schedule

Part I: MAGIC AND MONSTERS

Week 1

Thursday, September 8
Introduction and Syllabus

Week 2

Tuesday, September 13
Davies: Intro – Ch. 2

Thursday, September 15
“The Magus as Renaissance Man,” Frank L. Borchardt
The Sixteenth Century Journal, Vol. 21, No. 1 (Spring, 1990), pp. 57-76
Published by: [The Sixteenth Century Journal](#)
Article Stable URL: <http://www.jstor.org/stable/2541132>

Week 3

Tuesday, September 20
Handout: The Life and Death of Peter Stubbe

Thursday, September 22
Davies: Ch. 3 - 6

Week 4

Tuesday, September 27
Games: Preface – Section I

Thursday, September 29
Games: Documents 1, 4, 5, 6, 9, 12, 19, 27, 28

Week 5

Tuesday, October 4
Chireau: Intro – Ch. 2

PRIMARY DOCUMENT ANALYSIS DUE IN CLASS

Thursday, October 6
Chireau: Ch. 3 - 4

Week 6

Tuesday, October 11
Chireau: Ch. 5 - Conclusion

Thursday, October 13
Juster: Intro – Ch. 2

Week 7

Tuesday, October 18

Juster: Ch. 3 – 4

Thursday, October 20

Juster: Ch 5 - Epilogue

Week 8

Tuesday, October 25

In-class readings

COMPARATIVE EVIDENCE ANALYSIS DUE

Thursday, October 27 (No Class, Fall Break)

Week 9 (Reading Week – No class meetings)

Tuesday, November 1

Louisa May Alcott, *Behind A Mask*

Thursday, November 3

Charles Brockden Brown, *Edgar Huntley and Wieland*

PART II: GHOSTS AND GOD

Week 10

Tuesday, November 8

Taves: Introduction – Ch. 2

Thursday, November 10

Taves: Ch. 2 – 4

Week 11

Tuesday, November 15

Taves: Ch. 5 - 6

Thursday, November 17

Carnes: Preface – Ch. 2

Week 12

Tuesday, November 22

Carnes: Ch. 3 - Epilogue

Thursday, November 24 (No Class, Thanksgiving Break)

Week 13

Tuesday, November 29

McGarry: Introduction – Ch. 2

Thursday, December 1

McGarry: Ch. 3 - 5

Week 14

Tuesday, December 6

Haltunnen: Intro – Ch. 3

Thursday, December 8

Haltunnen: Ch. 4 -5

Week 15

Tuesday, December 13 (Last Day of Classes)

Haltunnen: Ch. 6 - Epilogue

Finals week

Thursday, December 15 through Monday, December 19

HISTORY AND LITERATURE ESSAY DUE AT TIME OF SCHEDULED EXAM:

Thursday, December 15 1:30 – 3:30