

Appendix B

Course Review Form Intellectual Inquiry in the Humanities

Reviewer Recommendation

Accept Revisions Needed

Course: UKC 312 (Humanities) The Witch

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Interpretations of Witchcraft Analysis and Daily Class Discussion/ Participation Score

Brief Description:

Interpretations of Witchcraft Analysis: Engaging with at least three assigned course texts (literary, political, religious, or artistic), discuss competing interpretations and definitions of witchcraft. How do different disciplines engage this question? Reflect upon the variance in perspectives. Note changes across time, space, region, and culture. Be unafraid to share your own assessments of these interpretations, and identify patterns you detect across our wide range of readings.

Participation: Honors courses are participatory by design. The positioning of students as co-creators of the knowledge of the course is a central tenet of Honors pedagogy. Our deep conversations on course readings and topics are crucial to developing our skills at critical thinking, collaboration, and communication. Accordingly, participation is a significant portion of your grade. To earn full points, commit to regular attendance AND consistent participation in class discussions.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

Tracing the History of an Idea Reflection and daily class discussion. Honors education is participatory by design, so most classes involve daily class discussion which will engage these issues through discussions of the following readings: *Witches, Midwives, and Nurses* by Barbara Ehrenreich and Deirdre English; *The Penguin Book of Witches* p. 3-5 "Witches in the Bible," p. 15-20 excerpt of *The Discovery of Witches* by Reginald Scot (1584), p. 95-111 "Possession of Elizabeth Knapp, Groton, Massachusetts, 1671-1672; *The Penguin Book of Witches Salem* p.125-148 "Warrant for Sarah Good," "Warrant for Sarah Osburn and Tituba," "Examinations of Sarah Osburn and Tituba," "Two Examinations of Tituba"; p. 169-172 "The Notorious Giles Cory"; p.207-208 "A Case of Poisoning in Albany, New York, 1700 (Aquendero, chief Sachem of the Onondaga Nation); "Female Sodomy, Hermaphroditism, and Witchcraft in Seventeenth-Century Bruges", *Journal of Women's History*

Volume 29, Number 4, Winter 2017, Jonas Roelens; "The Contemporary Witch, the Historical Witch and the Witch Myth: The Witch, Subject of the Appropriation of Nature and Object of the Domination of Nature" by Silvia Bovenschen, Jeannine Blackwell, Johanna Moore and Beth Weckmueller; *Witches, Infanticide, and Power,* excerpt of *Demon Lovers: Witchcraft, Sex, and the Crisis of Belief* by Walter Stephens

"The Great Witch Hunt in Europe," excerpt of *Caliban and the Witch* by Sylvia Federici

"Horror and the Monstrous Feminine" by Barbara Creed; "Male Embodiment of a Female Witch" by Jeffrey R. Wigelsworth; *Magic, Ritual, and Witchcraft*, Volume 16, Number 1 Spring 2021, pp. 64-83

"The 'Charm Doctors' of Leslie County: Oral histories of male witches, midwives, and faith healers in Leslie County, Kentucky 1878-1978" "Before I was a Woman, I was a Witch" by Avery Edison, from *Becoming Dangerous: Witchy Femmes, Queer Conjurers, and Magical Rebels*

"Trash Magic: Signs and Rituals for the Unwanted" by Maranda Elizabeth from *Becoming Dangerous:*

Witchy Femmes, Queer Conjurers, and Magical Rebels (cw: self-harm, borderline personality disorder, ableism); “Ritualising My Humanity” by J.A. Micheline, from *Becoming Dangerous: Witchy Femmes, Queer Conjurers, and Magical Rebels*, and others.

Brief Description:

Tracing the History of an Idea Reflection Instructions: Often in the work of interdisciplinary humanities scholarship, scholars examine how an idea changes over time. Considering the idea of the witch in light of the scholarship, literary, historical religious and political texts we have studied together and discussed in class, craft a well-organized essay on how ideas about the witch have evolved. Cite evidence from specific periods and places and connect them to their cultural contexts (explain why ideas about witches might have been so given other circumstances or technological/scientific/religious/socio-political events of the era). You will not be able to talk about all of the representations of witches we have covered in class, so identify a thread or two you want to address. Identifying a narrow thesis will ensure a focused essay. Write three full pages, double-spaced in a 12 point font with correctly cited sources in an appropriate citation format.

☒ Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Gender Analysis Written Reflection and daily discussion. Honors education is participatory by design, so most classes involve daily class discussion which will engage these issues, as well as the assignment Gender Analysis. Readings addressing this include: “Female Sodomy, Hermaphroditism, and Witchcraft in Seventeenth-Century Bruges”, *Journal of Women's History*, Volume 29, Number 4, Winter 2017, Jonas Roelens; “The Contemporary Witch, the Historical Witch and the Witch Myth: The Witch, Subject of the Appropriation of Nature and Object of the Domination of Nature” by Silvia Bovenschen, Jeannine Blackwell, Johanna Moore and Beth Weckmueller; *The Penguin Book of Witches* p. 3-5 “Witches in the Bible,” p. 15-20 excerpt of *The Discovery of Witches* by Reginald Scot (1584), p. 95-111 “Possession of Elizabeth Knapp, Groton, Massachusetts, 1671-1672; Witches, Infanticide, and Power,” excerpt of *Demon Lovers: Witchcraft, Sex, and the Crisis of Belief* by Walter Stephens; “The Great Witch Hunt in Europe,” excerpt of *Caliban and the Witch* by Sylvia Federici; “Male Embodiment of a Female Witch” by Jeffrey R. Wigelsworth; *Why Can't Black Witches Get Some Respect in Popular Culture?* By Angelica Jade Bastién; *Black Witches Talk Back: An Open Letter to the Atlantic*; and others

Brief Description:

Gender Analysis (Written Reflection): How have understandings of witches included assumptions about gender identities, sexuality, and gender roles, and how have we seen those understandings change over time and across locations and cultures? Consider readings discussing witches from different periods and regions in your analysis. What common threads exist among different periods, and what differences arise?

☒ Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

The final paper/project/podcast assignment asks students to do this, as well as daily discussions already mentioned. Students also present their final project in oral presentations to the class.

Brief Description:

Final project on a topic related to witches that is the student's choice involving research methods appropriate to the disciplines involved in their approach. (This is an interdisciplinary course with students

from a variety of majors, so I let them choose.) Choose some aspect of witchery to explore further in a research paper of 6-8 pages in length. You may choose to share this as a paper or as a podcast episode (video or audio). Include an MLA or APA format bibliography with either option. You do not have to insert it into a podcast, but try to mention the sources of your info as you share it. Upload a document with your bibliography separately if you choose a podcast; simply put it at the end of your paper if you go with a research paper.

☒ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Daily class discussions do this, particularly on days we are analyzing depictions of witches in “Potions, Persecution, and Power: Witches and Witchcraft in Art” from *The Art of the Occult: A Visual Sourcebook*; “Why Artists Have Been Enchanted by Witches for Centuries”; *Water Witching* by Virginia Lee Montgomery; and literary texts by Zora Neale Hurston, Alice Walker, and others. Additionally, students write a *Witches in Popular Culture Analysis*, described below.

Brief Description:

Witches in Popular Culture Analysis Instructions: Analyze messages, values, norms, and ideologies related to gender, sexuality, race, ethnicity, ability, age, region, industry, hierarchies of knowledge or other systems of evaluation, authority, or identity promoted in a film, tv show, song, book, or other media featuring any kind of witch figure. Describe how the witch figure is presented and how the item conveys certain messages about values (what is good, bad, appropriate, transgressive, ideal, risky, threatening, etc.). Discuss whether the item reinforces conventional stereotypes or subverts them. Share your own insights but bolster your claims with support/evidence from course readings. Aim for three full, double-spaced pages in a 12-point font, and cite quoted passages in the text and in a bibliography. Any accepted format is permitted, but avoid an incorrect combination of MLA/APA. Refer to the Purdue OWL website for a refresher on current citation methods.

Information literacy component:

Daily, students will be asked to read, evaluate, analyze and discuss texts on witches and witchcraft, to compare and contrast the day's reading with earlier texts, and to note change over time. This course engages primary texts, literary depictions, contemporary film and social media, fine arts depictions of witches and witchcraft, religious treatises, and social science analyses of witches and witchcraft. Continuing from our initial Honors course on *Knowledge & Society*, this honors course will require students to interrogate the construction of knowledge on witches, how disciplinary methods shape the information circulated about witches and witchcraft, how power and privilege and biases shape definitions and consequences of allegations of witchcraft, how cultural practices and norms influence interpretations of witchcraft, and how students may deeply investigate further into areas of interest on witchcraft utilizing a variety of scholarly methods.

Reviewer's Comments:

Very thorough--both the proposal above and the syllabus itself, which clearly links the UK Core learning outcomes to course content

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: UKC 313: Alternative Futures: Contemporary Dystopian Fiction

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Course Discussions (daily)

Brief Description:

The case studies presented in this course vary dramatically from issues with parenthood and social services to climate change dystopias. Students will be expected to come to class prepared to discuss individual intersections with the materials, transdisciplinary connections, and relevant theoretical frameworks. A combination of mediums and relevant readings are intended to complement the course materials and provide ample opportunity for engagement from students across majors.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
Art Museum Visit

Brief Description:

Students will be presented with a number of "dystopian" artworks and will be asked to discuss style, era, artist, and all other aspects relevant to the subject matter presented. Students will then be tasked with making relevant connections between the visual material presented and the written material that has been assigned throughout the course.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:
Journals (5)

Brief Description:

Students will use these informal journals as an opportunity to discuss a topic, artwork, news event, or theme that is relevant for the larger philosophy of dystopian literature, as well as for them individually. This is an opportunity to explore their individual identity relative to the course material. Prompts will be provided, but students are welcome to explore any topic that allows a transdisciplinary engagement in the material. Journals should be no longer than 2 pages.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:
Written Exams (2)

Brief Description:

Students will be asked to answer 4-5 essay-based questions using the materials studied in class. Satisfactory responses will use relevant vocabulary around this topic correctly and cohesively, while connecting to the larger theoretical frameworks presented within an individual case study or case studies including, but not limited to, the written articles, novels, podcasts, or visual art discussed within the course.

☒ An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:
Special Collections Visit

Brief Description:

Students will engage with the UK Libraries through a presentation by Special Collections. Through this engagement, students will review historical events through photography and first-hand accounts, connecting it to our work in contemporary dystopian fiction through discussion and individual reflection.

Information literacy component:

Recently there has been collective, renewed interest in stories of dystopian futures--a trend reflected in the world of contemporary literary fiction. Through this course, students will work through novels such as *The School for Good Mothers* by Jessamine Chan, and *Leave the World Behind* by Rumaan Alam, among others. Taking a close look at the various approaches of these narratives/authors, students will begin to learn what purpose dystopian novels serve in contemporary society, particularly in a time of crisis such as the COVID-19 pandemic and our national reckoning with our nation's history of exclusion and racism.

Reviewer's Comments:

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Reviewer Recommendation

Accept Revisions Needed

Course: UKC 314 Inquiry Into Values

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:

Class discussion of readings; class work on case studies; individual and group assignments. Specific example: The Giving Tree (Shel Silverstein) will provide a case for class interpretation and discussion.

Brief Description:

The whole course is designed to develop and facilitate engagement with value frameworks as applied to various artifacts. These will develop and produce critical evaluation of competing interpretations in the course materials and with other students as they offer different perspectives. Each assignment includes each of these elements as well.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:

- 1) The value frameworks will present a range and diversity of religious, philosophical, aesthetic, historical, and scientific viewpoints. Developing their knowledge of those value frameworks allows them to demonstrate their ability to make these distinctions.
- 2) Each artifact will present a complexity of meaning produced by those viewpoints, thus each case we encounter in class (children's literature, art and music, message sticks, TEK designs, etc), as chosen and worked on in the class, will demonstrate their capacity to distinguish differences not only of genre/discipline, but also of the intersecting value frameworks that cross those boundaries.
- 3) Each assignment requires this.

Brief Description:

Developing this ability at the level of value-frameworks is the central aim of the course.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Each of the assignments (individual value-framework analysis; group project; individual research project) is aimed at developing and demonstrating the ability of students to do this with regard to a specific object of inquiry.

Brief Description:

As a value-framework based inquiry, this constitutes a central theme of the course--value-frameworks are grounded in the experience of different cultures and peoples, and developing the capacity to

understand how those contribute to the production of various human creations is essential to understanding the source of our diverse perspectives.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

1) Students will learn about classical/traditional value frameworks central to philosophy, among other sources of value, and how such value-frameworks are developed and applied to human experience.

2) In the process, students will learn about the kinds/systems of value such that they can develop methods of discovering and evaluating them across contexts.

3) Class discussions will focus on this, and demonstrating this kind of disciplinary literacy will be central to successfully completing the assignments.

Brief Description:

Values aren't discipline specific, although philosophy has a central role to play in understanding them at the practical, theoretical, and meta-theoretical levels. Students will engage in each of these levels, while also opening up the understanding of values as pluralistic (and not the purview of philosophy alone).

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

While students will do some of this work throughout, the final project assignment gives each the opportunity for sustained analysis using a value-framework approach.

Brief Description:

The final project will require students to use their understanding of existing value-frameworks to develop analysis and evaluation of an artifact/object/system within their own discipline in an effort to understand the object of inquiry at a deeper level.

Information literacy component:

Students will be expected to perform the appropriate research (historical, contextual, methodological) required to demonstrate that they understand the object of inquiry deeply enough to provide critical analysis that yields both a value-framework assessment and evaluation.

Reviewer's Comments: