SPRING 2014; wmst 20095  
Witches: The Monstrous Feminine  
Monday evenings @7 – Merrill 103  
Professor: Dr. Suzanne L. Holt  
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TOPICS OF INQUIRY, LECTURE and DISCUSSION per week.  
(In addition to these very basic point-of-entry-readings per theme, other links and resources will be provided by me a week in advance—and you are ALWAYS welcome to conduct your own Googling-and other searches on the week’s topic. Alert me if you find yourself unable to access or find stuff/I’ll help)  
  
WEEK ONE.   
**INTRO to our COURSE: THE WITCH—THE female/feminine monster … in her contexts.**A) Contexts: Sacred and Profane. Science and Superstion. Arts&Entertainment (Media, Culture)—and the Government—Industry—Military—Technology Complex. What a difference a context makes!  
B) Word and Concept; Origins in “the *Old Religions”—*Goddesses, Magic, Healing vs. Deviltry&Evil  
C)U.S.A.: Hawthorne, Halloween, Oz, Hollywood and television spins  
**The Salem, Mass. Museum:** [**http://www.salemwitchmuseum.com/education/**](http://www.salemwitchmuseum.com/education/) **Background Info:** [**http://departments.kings.edu/womens\_history/witch/**](http://departments.kings.edu/womens_history/witch/) **Starting Pts.:** [**http://www.witchcraftandwitches.com/index.html**](http://www.witchcraftandwitches.com/index.html)WEEK THREE.  
**Woman as Monster: The Monstrous Feminine**A) Permutations of Monstrous: 1. temptress/seductress; 2. monstrous emotion, flesh, appetite, “hook” and “Teeth”—trap; 3. monstrous mate—wickedness, depravity, wreckage; 4. monstrous mother—womb, power differentials and dependency; 5.mannish monster—barren, childless, man-hating—no signs of conventional girl- or womanhood; hag/crone—past beauty, sexuality and maternal instinct  
B)Our imagination of how woman is monster, what the feminine version of monster might be; projections on page, screen and canvas   
Read: Barbara Creed on “The Monstrous Feminine”— first two chapters available online at …  
<http://bc3012wf11.wikispaces.com/file/view/Creed,+The+Monstrous-Feminine,+1-15.pdf>   
summaries available at: <http://circleuncoiled.wordpress.com/2013/04/27/barbara-creed-the-monstrous-feminine/> … and a rather fun application of Creed to ALIENS can be found at:  
<http://urania-josegalisifilho.blogspot.com/2012/04/alien-and-monstrous-feminine-by-barbara.html>   
  
WEEK FOUR: **The experience of HORROR, FEAR and DISGUST**A) Dynamics of our relationships to the abject in ourselves and others  
B) Comparing monsters on a gender continuum—and the distinctions of the Witch  
Read: Julie Kristeva: On Powers of Horror: available online at …  
[http://www.csus.edu/indiv/o/obriene/art206/readings/kristeva%20-%20powers%20of%20horror[1].pdf](http://www.csus.edu/indiv/o/obriene/art206/readings/kristeva%20-%20powers%20of%20horror%5b1%5d.pdf)   
Other monsters: <http://americanaejournal.hu/vol4no1/antoni>   
and <http://www.english.uga.edu/~eberle/2006083K/materials/feminist_crit_frankenstein.htm>

WEEK FIVE: **History of the Witch—Ancient and Old Testament**A) Legends, Myths and Other Depictions  
B) The Levites: The female goddess(es) and “Thou shalt have no Gods but Jehovah”—Wipe out!  
Read: Witchcraft in Scriptures: <https://faculty.gordon.edu/hu/bi/ted_hildebrandt/otesources/02-exodus/text/articles/zuck-witchcraft-bsac.pdf>   
Read: <http://historum.com/ancient-history/27018-witchcraft-ancient-world.html>   
See also Margot Adler *Drawing Down the Moon (*[*http://www.scribd.com/doc/53228662/Drawing-Down-the-Moon-Witches-Druids-Goddess-Worshippers-and-Other-Pagans-in-America-by-Margot-Adler-Great-Book*](http://www.scribd.com/doc/53228662/Drawing-Down-the-Moon-Witches-Druids-Goddess-Worshippers-and-Other-Pagans-in-America-by-Margot-Adler-Great-Book)*)*  
WEEK SIX: **Medieval through Modern History of Witches –In Art, Literature, Lore/Religion&Politics**A) Evolution of images, ideas. Theologians, Academics, Artists—and “The People”  
<http://www.history.ac.uk/reviews/review/672>;   
<http://www.history.ac.uk/reviews/review/826>  
Read: <http://www.witchcraftandwitches.com/history_early_modern.html>   
Read: <http://education.goodmantheatre.org/resources/study-guide-archive/the-convert/witches-in-western-literature/>   
**B) THE HUNTS—legacies of persecution**1) The accused  
2) The accusers  
Read: <http://www.gendercide.org/case_witchhunts.html>   
Read: <http://law2.umkc.edu/faculty/projects/ftrials/salem/witchhistory.html>   
Read: <http://www.smithsonianmag.com/ist/?next=/history/a-brief-history-of-the-salem-witch-trials-175162489/>   
BURNING TIMES: <http://www.religioustolerance.org/wic_burn2.htm>

WEEK SEVEN: **Misogynist Frenzy—Deep anxieties, fears and hatred**A) Focus: The witches’ … FACE, BODY, POWERS, SEXUALITY, PROCREATIVE POTENTIAL, Behaviors  
B) Distortions, Exaggerations—and what they reveal about the perceiver, perception and perceived  
Read: <https://www.academia.edu/860378/The_Woman-as-witch_stereotype_in_Early_Modern_England_Continental_Europe_and_New_England>   
Read: <http://www.american-buddha.com/thewitch.htm>   
Read: Why’s: <http://www.sagepub.com/rsp5e/study/resources/82986_11pe_3.pdf>   
  
WEEK EIGHT: **WITCHES on their own terms**A)Self-identification and Self-definition—means and ends  
B) Traditions, Histories, Documents, Icons and Symbols  
C) Males and Masculinity  
D) Dark/Light; Good/Evil; Monstrous?  
Read: <http://www.reclaiming.org/about/witchfaq/witch-word.html>

WEEK NINE: **Nature: The Feminine Domain**A) Concepts of femininity/masculinity, power and law … in Nature  
B) Earth—and earth-centeredness  
C) Centrality of Sex, Birth, Clan   
Read: RADICAL THOUGHT ON EARTH: <http://nature.berkeley.edu/departments/espm/env-hist/articles/42.pdf>   
Also: <http://daughter-of-god.blogspot.com/2012/02/wicca-witchcraft-earth-centered.html>   
and <http://www.religioustolerance.org/witchcra.htm>   
  
WEEK TEN, ELEVEN &possibly TWELVE: **Case Studies and Presentations … on ….**The witch and monstrous feminine … in  
Children’s Literature and Film; Myth Legend and the Old Lore; Religious doctrine;   
“Lite” Pop culture; “Heavy” Pop culture; Elsewhere—multicultural takes; real life

WEEK THIRTEEN: **Our modern Inheritance: The evolution of witch into …**A) our ideas of what’s monstrous in and about women;  
B) our ideas of what limits ought to be imposed on women—what controls granted to men;  
C) our ideas of sex and gender differences—especially our ideas of aberration  
D) relationship dynamics  
E) witchiness ... and beauty, power, sex, youth, age.   
Read Germaine Greer: <http://www.telegraph.co.uk/earth/9641506/Germaine-Greer-21st-century-witches-offer-a-warning-to-us-all.html>

WEEK FOURTEEN. **The women we call witches**A) Who were they—the Witches of Yesteryear  
B) Who are they—the Witches of Now  
C) Old and new … in context(s)  
Past: <http://www.spiritedenterprise.com/witchesinhistory.htm>   
Present: Witches pay tax in Romania > <http://www.newrepublic.com/article/world/81989/Romania-witch-income-tax>   
Brutal modern cases. <http://www.nydailynews.com/blogs/theshack/man-kills-women-hammer-believed-witches-blog-entry-1.1705475>   
<http://www.theglobalmail.org/feature/its-2013-and-theyre-burning-witches/558/>

WEEK FIFTEEN: … **and US: What’s Changed since the days of hunting, stoning, hanging&burning?  
FINAL ROUNDTABLE DISCUSSIONS.**

Textbooks**.  *All Readings online—and provided by Instructor.***COURSE REQUIREMENTS.  
Attendance, Participation, LIVE Discussion & Blogging: 25%  
Individual Report / Presentation: 25%  
Final Reflections: an unconventional Take Home Exam (Read, View & Respond): 25%  
Your Log of Readings/Viewings w/ short commentary: 25%  
(Since we have no text, the log is your record of what all you read and viewed  
throughout the semester; it can be entirely informal—but each week [and please do it BY THE WEEK], your log should have two or more entries –at least one of the suggested readings; you may do one reading of your own choosing, too.)

**Please read and make sure you understand the following University policies: STUDENT ACCESSIBILITY SERVICES:** University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. **Please note,you must first verify your eligibility for these through Student Accessibility Services** (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

**CHEATING and PLAGIARISM**. In KSU’s digest of rules: *"Cheat" means intentionally to misrepresent the source,*

*nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation.*

"Plagiarize"means to take and present as one's own a material portion of the ideasor words of another or to present as one's own an idea or work derived from an existing source withoutfull and proper credit to the source of the ideas, words, or works.  
*Both cheating and plagiarism violate an important code of conduct within our academic context. Both involve fraudulent misrepresentation—and a fundamental breach. No credit can be given for assignments wherein either cheating or plagiarism are detected.*