Course Title   Witchcraft and Gender Representation   Faculty/College: MUIC

Course Code   ICGS 137   Department: Social Science Division

Section 1 General Information

1. Course Code and Title

In Thai : ICGS 137 ปัญหาการเหลื่อมล้ำทางสังคมที่มีผลมาจากของกายภาพร่างกายผ่านมุมมองของแม่มดหมอผี

In English: ICGS 137 Witchcraft and Gender Representation

2. Number of Credits   4 Credits

(Theory .1.. hrs.   Self-study ..4. hrs Practice ..3. hrs. / week)

3. Curriculum and Course Type

3.1 Program of Study   International Bachelor's Degree

3.2 Course Type   General Education

3.3 Please Specify Course's Literacy

X MU Literacy (Core Values, SEP, GE for Human Development)

☐ Health Literacy (Health, Sport)

☐ Digital Literacy (ICT, Applied Mathematics)

X Social and Humanity Literacy (Social, Humanity, Law, Ethics, Arts)

X Communication Literacy (language, Academic Communication)

☐ Science and Environmental Literacy (Applied Science for Life, Environmental Responsibility)

☐ Finance and Management Literacy (Finance, Management, Entrepreneur)

3.4 Please Specify Relationship between course and corporate culture

X M - Mastery   รู้แจ้ง รู้จริง สมเหตุ สมผล
X A - Altruism   มุ่งผลเพื่อผู้อื่น
X H - Harmony   กลมกลืนกับสรรพสิ่ง
X I - Integrity   มั่นคงยิ่งในคุณธรรม
X D - Determination   แน่วแน่ทำ กล้าตัดสินใจ
X O - Originality   สร้างสรรค์สิ่งใหม่
X L - Leadership   ใฝ่ใจเป็นผู้นำ

4.1 Course Instructor

4.1 Course Coordinator Ms. Pattaka Sa-ngimnet

Social Science Division

e-mail: pattaka.sag@mahidol.edu

tel: 02-441-5090 ext 1317

4.2   Instructor Ms. Pattaka Sa-ngimnet

5. Semester/Class Level

5.1 Trimester   ......1,2,3........./ All Class Level

5.2 Number of Students Allowed   Approximately   40   Students

6. Pre-requisite

....................none............................

7. Co-requisites

.....................none.............................

8. Study Site Location

Mahidol University International College

Section 2 Course Goals and Course Description

1. Course Goals

For students to understand how gender inequality and gender violence impact their lives and the society they are living in. Students will be able to address gender discrimination as the international issues that is the responsibility of all humanity. This course aims to encourage new leadership that will instill a sense of altruism and harmony in the society. There are projects that students will do in order to establish team-work, promote social responsibility and create peace and security in the society. This course is designed for students to address gender issues they experience and to analyze the situations that occurred in the community. Students are encouraged to use their creativity to suggest suitable solutions based on critical thinking skills.

2. Course Description

How the term "witch" was used to suppress women. How an accusation of "witchcraft" was used to eliminate strong or assertive women. Women accused of magical power from the devil or

evil sources. European, American and African use witch accusations to stifle women. Other forms of op-pression of women: Chinese foot binding, Indian Sutee, African genital mutilation. What is gender? Gender vs Sex. Marginalization of women in patriarchal societies. Women's rights in contemporary world. Differing concepts of women's rights. Global and national enforcement of women's rights. Organizations con-cerned with gender and women's issues: UN, ILO, etc. Application of gender rights to other genders like LGBTQ.

Section 3 Course Objectives, Course-level Learning Outcomes and Course Implemen-tation

3.1 Course Objectives

Student will be able to take initiative in presenting existing gender inequality in Thai society. Students will work in groups to practice social and corroboration skills with winter students. They will be able to use their creativity to promote gender equality awareness. They will establish teamwork exhibitions and cam-paign on gender violations and gender inequality issues. This will help raise gender issues awareness on campus. The students will be able to practice their critical thinking skills from analyzing and evaluating various case studies in gender violations. Students will implement Human Rights articles to explain the nature of the situations and the problem solving. Students will develop their critical thinking and intellec-tual skills in order to systematize and their knowledge and introduce new gender equality policies. Stu-dents will apply an analytical approach which enable them to logically evaluate the course contents and relate them to the problems discussed in case studies to their everyday life. After successful completion of this course, students should be able to identify factors causing gender violations and gender inequali-ty.

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3.2 Course-level Learning Outcomes (CLOs)

By the end of the course, students are able to

CLO1   Students should have the ability to Interrelate gender inequality situations in both Thai society and Global society by critically evaluating human rights articles

CLO2   Students should acquire the capacity to understand and explain issues of gender inequality and gender rights violations that lead to social insecurity and instability by proposing individual resolutions to various gender issues.

CLO3   Students will learn to lead a campaign and suggest policies that will help to reduce gender rights violations and alleviate inequality of gender representation by drawing more on local community participation.

CLO4   Students will achieve skills in forming syntheses that lead to recognition of gender violations and gender inequalities which are based on gender issues occurring in local communities that are influenced by physical geography, socio-cultural situations, socio-economic conditions, and socio-political policies and practices.

CLO5   Students will learn to express and defend ideas and to evaluate issues critically by leading gender equality campaigns and exhibits that enhance team-work collaboration skills that benefit the society by working in teams to consult on proposed solutions and exchange ideas on possible outcomes.

3. How to organize learning experiences to develop the knowledge or skills stated in number 2 and how to measure the learning outcomes

CLOs	Teaching and learning experience management					Learning outcomes measurements			
	Lecture	Discussion	Group work	Presentation	VDO Documentary	Individual Report	Presentation	Quiz	Essays
CLO1	X	x		x	x	x	x		x
CLO2	x	x	X		x	x		x	
CLO3	x	x		x	x	x	x		x
CLO4	x	x		x	x	x	x	x	
CLO5	x	x	x			x			X

Section 4 lesson Plan

Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
1	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Introduction to Gender Representation	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
2	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Sex to gender as race is to ethnicity; Gender theories, interrelation of gender, race and class	2		Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
3	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Masculinity and Femi-ninity: Global and na-tional perspectives on genders	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
4	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Gender Violence and Sexual Harassment base on Human Rights Deco-rations and United Na-tion Articles	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet

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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
5	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) oduction to Witchcraft and Magic: The social origin of witchcraft; myth and reality and Global notion of witch-craft magic	2			Pattaka Sa-ngimnet
			2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	
6	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Early Modern Magic: Protestant Reformation and the European Witch Craze and Witch Craze in Protestant Colonial America	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
7	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Ergotism; The satan loose in Salem and tes-timony of witches	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
8	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Witchcraft and Magic in Modern Pop Culture: marginalization of gender	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet

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Teaching Period	Topics/Details	Number of hours		Methods: Teaching Media	Lecturer
		Theory*	Practice**		
9	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Gendered power in the family, community and in the state	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
10	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Male Revolt Redeemed; The Antifeminist Assault on Men; Men Liberation vs Women Liberation	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slides , Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
11	Tuesday-Thursday 10:00-11:50 (Section 1) 12:00-13:50 (Section 2) Transvestite and the Erotic of Cultural appro-priation Transvestite Logics; dress code. The surgical construction of gender, LGBT Identity	2	2	Lecture, Case study, Discussion, Documentary film, Powerpoint Slide, Google Classroom, Meet Link or Zoom s	Pattaka Sa-ngimnet
12	Final Exam	2	2	Group project presentation, Google Classroom, Meet Link or Zoom	Pattaka Sa-ngimnet
	Total hours of the entire trimester	24	24		

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2. Plan for Assessment of Expected Course-Level Learning Outcomes (CLOs)

2.1 Measurement and Evaluation of learning achievement

a. Formative assessment

- Before the lecture period is over students must write a reflect on the lesson and write down what they've learned. Students are to consider how they would apply this concept or skill in a practical setting.

- Student must create t-chart, or draw a concept map about what they have learned. They inform what they think they have learned and what do not understand or do not know. The goal is to gain insight as to what they do and don't know.

b. Summative assessment

(1) Tool and weight for measurement and evaluation

- Quiz

- Individual Presentation and Group Presentation

- Writing assignment

- Organize the exhibition and campaign

- Outside of class room online discussion through Flipgrid (a video discussion platform, that allows students to respond to questions, topics, and reflect using video. Students can also respond to each other, and leave comments.)

(1) Tool and weight for measurement and evaluation

• Learning Outcomes	Evaluation Method*				Weight (Percentage)
	Individual report	Group work	Quiz	Essay	
CLO 1 Student should be able to recognize actions and practices in Thai society and global society that violate individual rights and gender rights	5	10	5		20
CLO2 Students should be able to predict and prepare for the negative consequences from violations of gender rights that affect the social security and propose solutions to reduce the issues.	5			10	15
CLO3 Students should be able to draw attention from the local communities about the gender issues that existed and encourage local community to reduce the problems by using gender issue campaign and policies to communicate with local community.	5	10	5	10	30
CLO 4 Students should be able to understand fac-tors lead to various gen-	5				5

der rights violations based on external forces in the society.					
CLO5 Student will be able to use their creativities and learn to collaborate with classmates to organize the exhibition and using their communication skills to critically express their ideas in gender rights	5	10	5	10	**30**
รวม	25	30	15	30	100

(1) Measurement and evaluation

Grade	Achievement	Final score (% range)
A	Excellent	90-100
B+	Very Good	85-89
B	Good	80-84
C+	Fairly Good	75-79
C	Fair	70-74
D+	Poor	65-69
D	Very Poor	60-64
F	Fail	Less than 60

(2) Measurement and evaluation

The percentage breakdown for grades is as follows:

A (100-90) B+ (89-87) B (86-80) C+ (79-77) C (76-70) D (69-60) F (59-0)

Group and Individual presentation rubric

Language	There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.
Comprehension	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.
Oral Performance	Regular/constant eye contact, The audience was engaged, and presenters held the audience's attention. Appropriate speaking volume & body language.
Content	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.
Leadership	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses •Listens to others without interrupting • Can provide accurate feedback or questions for what is being said • Understands the personal characteristics of individuals within the organization and avoids language and/or behavior that could be considered offensive to them • Directly addresses conflicts with others in a productive manner • Always asks others to participate in decision-making as their ability and knowledge allows
Preparedness/ Participation/ Group Dynamics	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.

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Exhibition Rubric:

Presentation	The display is visually effective, drawing the eye to a logical starting place followed by a sensible sequence of images and graphics.
Interactive	Straightforward theme is introduced through a simple, creative and well designed interactive device. Viewer engagement and curiosity a
Imaginary	Straightforward theme is conveyed through a few finely crafted and detailed images. Significant creativity and personal investment are evident.
Content	Content is rich, simple and clear. Content leads viewers to new discovery.
Graphic	Textual and graphic material is concise, purposeful, and highly legible. There is an opportunity for discovery for the viewer.
Leadership	Leads and empowers group members towards consensual solutions which maximize members' commitment to and satisfaction with agreed upon responses •Listens to others without interrupting • Can provide accurate feedback or questions for what is being said • Understands the personal characteristics of individuals within the organization and avoids language and/or behavior that could be considered offensive to them • Directly addresses conflicts with others in a productive manner • Always asks others to participate in decision-making as their ability and knowledge allows

(3) Re-examination (if the course allows any)

Re-examination is allowed based on the Mahidol University rules

3. Students' Appeal

- Students may appeal to Social Science Division Chair for consideration

- Students may appeal to Office of Academic Affairs

- Student appeal is handled and stipulated in MUIC student handbook

Section 5 Teaching Resources

1. Required Texts

Michael D. Bailey's *Magic and Superstition in Europe: A Concise History from Antiquity to the Present* (2007, ISBN
0742533875).

Pavlac, Brian A. *Witch Hunts in the Western World: Persecution and Punishment from the Inquisition through the Salem Trials.* Lincoln, NB: Bison Books, 2010. ISBN 978-08032

2. Suggested Materials

- Barry, Jonathan, Marianne Hester and Gareth Roberts, ed. *Witchcraft in Early Modern Europe*. Past and Present Publications. Cambridge University Press, 1996.

- Breslau, Elaine G., ed. *Witches in the Atlantic World: A Historical Reader & Primary Sourcebook*. New York: New York University Press, 2000.

- Klaits, J. *Servants of Satan: The Age of the Witch-hunts*. Bloomington, Indiana: Indiana University Press, 1985.

- Farrington, Karen. *Dark Justice: A History of Punishment and Torture*. New York: Smithmark, 1996.

- Kors, Alan Charles and Edward Peters, ed. *Witchcraft in Europe 400-1700: A Documentary History*. 2nd ed. Philadelphia: University of Pennsylvania Press, 2000.

- Levack, Brian P. *The Witch Hunts in Early Modern Europe*. 3rd ed. London: Longman, 2007.

- Levack, Brian P., ed. *The Witchcraft Sourcebook*. London: Routledge, 2004.

- Oldridge, Darren, ed. *The Witchcraft Reader*. London: Routledge, 2002.

- Pavlac, Brian A. *Witch Hunts in the Western World: Persecution and Punishment from the Inquisition through the Salem Trials*. (Westport, CT: Greenwood, 2009).

- Russell, Jeffrey B. *A History of Witchcraft: Sorcerers, Heretics and Pagans*. London: Thames and Hudson, 1980.

- Scarre, Geoffrey. *Witchcraft and Magic in 16th and 17th Century Europe*. Studies in European History. London: Macmillan Press, 1987.

- Wiesner, Merry E. "Witchcraft," pp. 218-238 in *Women and Gender in Early Modern Europe*. Cambridge, England: Cambridge University Press, 1993.

3. **Other Resources (if any)**

    Youtube Socurce:

    https://www.youtube.com/watch?v=V8I9NTreZr0

    https://www.youtube.com/watch?v=gB2DeAzCBi4

    https://www.youtube.com/watch?v=MBBHfZwjxYY

    Film: Salem Witch Trial, A masterful work accurately details the current consensus of what exactly occurred to prompt the colonial witch trials.

Section 6 Evaluation and Improvement of Course Implementation

1. Analysis and Evaluation of Course Implementation

A. Data for Analysis

The assessment will be conducted every week based on the assignment and exams.

B. Course Effectiveness Evaluation

- Students' ratings of their own learning and progress

- Open teacher-student interactions

- Lecturer and students discuss clarity of class content and communication methods

- Lecturer provide informative rubric for quality and fairness of grading, assignments, and examinations

2.Revision Process and Improvement Plan for Course Effectiveness

- Case studies will be selected based on student interest

- Documentary film will be selected based on current situation.

- Class materials such as textbooks and handout materials will be provided online.

- Lecturer attend workshop for teaching

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3.The self-assessment report of the course

- An open-ended question that gets them writing/talking

- Ask students to reflect

- Socratic seminar

- Use online application to encourage students to continue learning outside of classroom

- Turn and Talk Lecturer asks a thoughtful-provoking question about the topic and let students turn to their classmates beside them and discuss the answer to each other.

General Education

Course Title ....

Course Code ....

Degree ....

Faculty/College..

Department ....

Program Undergraduate

Course Title   Approaches to International Relations and Global Affairs

Course Code   ICIR 101

Degree IRGA

Faculty/College MUIC

Department Social Science

Appendix

Table1: Relations between the course and the General Education

Relations between CLOs and MU-GE Module LOs (numbers in the table = Sub LOs)

<u>Table 1</u> LOs that the course is responsible for

(Course Code) ICGS137	MU-GE LOs								
	MLO1	MLO2	MLO3	MLO4	MLO5	MLO6	MLO7	MLO8	MLO9
CLO1 Students should have the ability to Interre-late gender ine-quality situations in both Thai soci-ety and Global society by critical-ly evaluating hu-man rights arti-cles	1.4						7.1		
CLO2 Students should acquire the capacity to understand and explain issues of gender inequality and gender rights violations that lead to social insecurity and instability						6.2 6.3			

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CLO3 Students will learn to lead a campaign and suggest policies that will help to reduce gender rights violations and alleviate ine-quality of gender representation by drawing more on local community participation.			3.2				7.3	8.2 8.3	9.1 9.2
CLO4 Students will achieve skills in forming syn-theses that lead to recognition of gender violations and gender ine-qualities which are based on gender issues occurring in local communities that are influenced by physical geogra-phy, socio-cultural situa-tions, socio-economic condi-			4.2	5.2	6.2				

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tions, and socio-political policies and practices.									
CLO5 Students will learn to express and defend ideas and to evaluate issues critically by leading gender equality campaign and exhibits that enhance team-work collaboration skills that benefit the society						6.4	7.2 7.3	8.2 8.3	9.1 9.2

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MU-GE Module LOs: At the end of studying MU-GE Module, successful students will be able to

Competences	LOs:	Sub LOs:
1. **Critical thinking & Analysis**: Use various sources and methods to collect and manage data & information and make a logical judgement and decision to arrive at a solution or problem solving relevant to real-world issues/ problems	1. Create & construct an argument effectively as well as identify, critique and evaluate the logic & validity of arguments	1. Identify concepts related to the context of learned issues/topics 2. Demonstrate ICT literacy: use appropriate technology to find, evaluate, and ethically used information 3. Collect, analyze, synthesize data, & evaluate information and ideas from multiple sources relevant to issues/problems 4. Synthesize information to arrive at logical reasoning
	2. Select & use techniques and methods to solve open-ended, ill-defined and multistep problems	1. Apply simple mathematical methods to the solution of 'real-world' problems 2. Make judgement & decision through correct analysis, inferences, and evaluations on quantitative basis and multiple perspectives 3. Apply concept of process management to solve problems
2. **Creativity & Innovation**: Show capability to initiate alternative/ new ways of thinking, doing things or solving problems to improve his/her or team solutions/ results by applying the evidence-based process management concepts	3. Acquire specific strategies & skills within a particular discipline and adapt them to a new problem or situation	1. Connect, synthesize and/or transform ideas or solutions within a particular framework 2. Integrate alternative, divergent, or contradictory perspectives or ideas in the solution of a problem or question
	4. Create a novel or unique ideas, question, format, or product within a particular framework	1. Create an original explanation or solution to the issues/problems 2. Articulate the rationale for & consequences of his/her solution- identify opportunities & risk 3. Implement innovation through process management approach
	5. Explore and situate oneself in a new physical environment and intellectual perspectives	1. Demonstrate cultural competencies and adaptabilities in different working environments 2. Resort to multi-dimensional settings and tools to acquire knowledge and skills relevant to the problems or situation at hand

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Competences	LOs:	Sub LOs:
3. Global perspectives & Ethics: Express one's own ideas, interact with others, guide or lead team, as proper, as an ethically-engaged and responsible member of the society	6. act autonomously within context of relationships to others, law, rules, codes, and values	1. Demonstrate an understanding of the principles upon which sustainable ecosystems and societies are built 2. Identify the national & global challenges associated with current economic, political, and social systems 3. Exhibit characteristics of responsible citizenship 4. Work effectively in diverse team (and multi-cultural settings)
	7. Apply ethical frameworks or principles and consider their implications in his/her decision-making and interacting with others	1. Identify ethical issues and recognize different viewpoint and ideologies 2. Guide & lead others 3. Apply principles of ethical leadership, collaborative engagement, and respect diversity
4. Communication: Communicate effectively and confidently using oral, visual, and written language	8. Use a variety of means/ technologies to communicate effectively and purposefully; e.g., share information/ knowledge, express ideas, demonstrate or create individual & group product, etc.	1. Communicate/present ideas effectively both oral & written forms to appropriate audience, such as verbal discussion with peers, and written project reports. 2. Prepare a purposeful oral presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors. 3. Prepare written documents to express ideas/solutions using different writing technologies, and mixing texts, data, and images. 4. Demonstrate competence in a second or additional language
5. Collaboration and Working with team: Collaborate and work effectively with team to arrive at team goals	9. Collaborate and work effectively as part of a student group/team member to arrive at the team shared-goals in time	1. Collaborate effectively with others as a responsible team member to achieve team goals in time 2. Interact with others respectfully, either as a team member or leader, to create a productive teamwork