

Medieval Mis/ Disinformation

ILS 595

CRN 28242-001

Wednesdays, 4:00-6:50 pm

STEW 142

Spring 2025

INSTRUCTOR



Kristin Leaman (she/her)



Office: STEW 253

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PM & by appointment



Email:
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Course Site: Brightspace



Cipher manuscript (Voynich manuscript). General Collection,
Beinecke Rare Book and Manuscript Library, Yale University.

Welcome!

I am so glad you are here! In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity and welcome individuals of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses and work experiences.

For more information, visit the [Division of Diversity and Inclusion website](#).

COURSE DESCRIPTION + OUTCOMES

This seminar will provide a solid foundation of mis- and disinformation studies, how to apply the framework to the medieval world, explore digitized and physical medieval manuscripts and printed texts, and evaluate scholarship surrounding these topics. Thus, students will examine both mis- and disinformation *in* medieval times as well as *about* medieval times. The four modules in this course will focus on 1.) Foundations of Mis- and Disinformation Studies; 2.) Fakes and Forgeries; 3.) Propaganda and Conspiracy Theories; and 4.) Prophecies, Prognostications, and Magic within the larger context of how mis- and disinformation was created and disseminated in and about the Middle Ages. These topics cannot and should not be used interchangeably with mis- and disinformation studies, rather they should be situated in a critical mis- and disinformation framework to illuminate how they all intersect with and how they are different from mis- and disinformation. We will discuss what it means to examine medieval primary and secondary source material on these topics within a mis- and disinformation framework. This approach also allows students to further analyze the cultural and political impacts of information creation and dissemination on race, class, and gender in the Middle Ages and beyond through the lens of Information Studies.

By the end of the course, you will be able to:

1. Accurately identify and describe the characteristics and framework of mis- and disinformation studies
2. Apply the framework of mis- and disinformation studies to critically examine the medieval world

3. Critically analyze primary sources and secondary scholarship to create original research on mis- and disinformation during and about the Middle Ages.
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COURSE MATERIALS

Course texts and materials (readings, reports, videos, worksheets, etc.) will be available as links or PDFS on our class Brightspace site.

You must also have the following materials for every class session:

- a laptop or tablet
- a flash drive or other storage device and/or cloud storage;
- something with which to take notes and brainstorm (paper and writing utensil, laptop, etc.)

All course readings and videos are required, unless otherwise noted.

ASSIGNMENTS AND GRADING

Note that these are just brief descriptions; each project has several required components, and full assignments will be posted on Brightspace. **Please see the Class Schedule for due dates.**

Assignments

There will be one large final paper, including a rough draft and peer review, due in this course. Details for the rough draft, peer review, and final draft are in Brightspace.

Assignments	Due	Points
Rough Draft of Final Paper	Week 15	50
Peer Review of Rough Draft	Week 15	50
Informal Presentation	Week 16	20
Final Paper	Finals Week	100

Total: 220 points

Late Work

Late work may be accepted under extenuating circumstances. If you need an extension, please contact me immediately. I do understand that life happens!

Incompletes

A grade of incomplete (I) will be given only in unusual circumstances. To receive an “I” grade, a written request must be submitted prior to quiet week and approved by the instructor. The request must describe the circumstances, along with a proposed timeline for completing the course work. Submitting a request does not ensure that an incomplete grade will be granted. If granted, you will be required to fill out and sign an “Incomplete Contract” form that will be turned in with the course grades. Any requests made after the course is completed will not be considered for an incomplete grade.

For the official policy on incompletes (as well as other matters related to grading) see the [Grades and Grade reports webpage](#)

Formatting and File-naming

Filenames for electronic documents must include your name and the title of the assignment. Don't save your project as “Essay.doc.” Save it as: YOURLASTNAME_AssignmentName.doc, so that your (and our) files stay neatly organized.

Grading Scale

percentage	letter grade
100–97 = A+	4.0 = A
96–94 = A	
93–90 = A-	3.7 = A-
89–87 = B+	3.3 = B+
86–84 = B	3.0 = B
83–80 = B-	2.7 = B-
79–77 = C+	2.3 = C+
76–74 = C	2.0 = C
73–70 = C-	1.7 = C-
69–67 = D+	1.3 = D+
66–64 = D	1.0 = D
63–60 = D-	0.7 = D-
59–00 = F	

	0.0 = F
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TECHNOLOGY POLICY

Technology is welcome in the classroom as long as it contributes directly to the focus of the course (note-taking, viewing course documents/articles, free writing, etc.). I do understand that checking your phone may be necessary if you are expecting an important phone call or have caretaking responsibilities.

COMMUNICATING WITH ME

I encourage you to reach out to me with your questions and concerns that are not addressed by the syllabus or your course materials. Should you wish to further discuss a project, your progress in the course, or if there is anything else you think I should know, please visit me during our office hours or contact me via email. During busy points in the semester, it may take me up to 24 hours to respond to your email during the business week. In addition to office hours, I am available for appointments M-F.

ACADEMIC HONESTY

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breeches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor's discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university may be considered.

When writers use material from other sources, they must acknowledge this source. Not doing so is called plagiarism, which means using without credit the ideas or expression of another. You are therefore cautioned (1) against using, word for word, without acknowledgment, phrases, sentences, paragraphs, etc. from the printed or manuscript

material of others; (2) against using with only slight changes the materials of another; (3) against using the general plan, the main headings, or a rewritten form of someone else's material. These cautions apply to the work of other students as well as to the published work of professional writers. If you have questions about what is and is not plagiarism, do not hesitate to ask me during office hours, during conferences, or via e-mail.

A full explanation of plagiarism and definition of academic integrity can be found on the [Office of Student Rights and Responsibilities](#) (OSRR) website. Be sure you read [Examples of Academic Dishonesty](#).

ChatGPT/Artificial Intelligence (AI)/Generative Text Policy

Producing a paper through ChatGPT or other AI and using that paper as the foundation for your own work is considered plagiarism in this course. You may use ChatGPT in conjunction with your own research to help you find a topic, but it is vital that you do not rely *only* on ChatGPT to help you with this. Relying only on ChatGPT will stifle your own independent thinking and creativity.

You may use AI programs e.g. ChatGPT to help generate ideas, brainstorm, and find a topic; however, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. You *must* fact-check, as you should with any information you plan to use in your writing. **If you include material generated by an AI program in any of your writing in this course, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).**

Appropriate use of AI when writing essays:

- You are free to use spell check, grammar check, and synonym identification tools (e.g., Grammarly, and MS Word)
- You are free to use app recommendations when it comes to rephrasing sentences or reorganizing paragraphs you have drafted yourself
- You are free to use app recommendations when it comes to tweaking outlines you have drafted yourself

Inappropriate use of AI when writing essays:

- You may not use entire sentences or paragraphs suggested by an app without providing quotation marks and a citation, just as you would to any other source. Citations should take this form: OpenAI, chatGPT. Response to prompt: "Explain what is meant by the term 'Triple Bottom Line'" (February 15, 2023, <https://chat.openai.com/>).
- You may not have an app write a draft (either rough or final) of an assignment for you

You may use ChatGPT for the following types of tasks:

- Outlining content
- Providing background knowledge (with the understanding that ChatGPT is often wrong—Wikipedia is a better resource for this right now)
- Checking grammar and syntax.

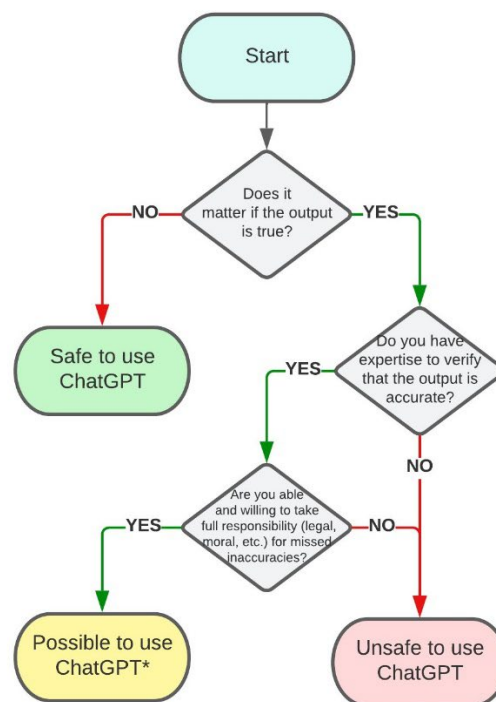
If you choose to use ChatGPT in this course, you MUST do the following:

- Write a brief paragraph at the end of your work explaining how and why you used ChatGPT. Include the prompts you used, and answer this question: Who is the author of this work? Then explain your answer. I reserve the right based on my assessment of your assignment to require you to revise and resubmit all or parts of the assignment if I conclude that you have not used ChatGPT appropriately.

Again, producing a paper through ChatGPT or other AI and submitting it as your own work is considered plagiarism in this course.

Is it safe to use ChatGPT for your task?

Aleksandr Tiulkanov | January 19, 2023



* but be sure to verify each output word and sentence for accuracy and common sense



ACCESSIBILITY & ACCOMMODATION

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Please read [Purdue's nondiscrimination policy](#).

CAPS & MENTAL HEALTH RESOURCES

I sincerely care about your mental and physical health and place the utmost importance on both. Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765) 494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Other resources:

[Center for Advocacy, Response & Education](#) (CARE)

[Purdue Counseling and Guidance Center](#)

ABSENCES

You should contact me if something arises in your personal life that impacts your ability to attend class and complete your coursework. As with any graduate seminar, missing class will cause you to fall behind. You are responsible for any work that occurs during

your absences. [University regulations concerning absences](#) are updated on the Office of the Dean of Students website. I understand that life happens and that everyone needs understanding, empathy, and support, so please reach out to me if you are struggling. I will work with you to help ensure your success in the course.

If you have a death in the family, you (or your representative) should contact the Office of the Dean of Students. That office will then notify your instructors. Check the Grief Absence Policy on Purdue's website.

Medical Excused Absences policy: Students may occasionally miss class and other academic obligations due to hospitalization, emergency department, or urgent care visits, whether physical or mental health-related. This policy intends to afford arrangements for students experiencing serious and short-term medical situations that cause them to miss coursework or exams. Complete the Medical Excused Absence Request Form on the Office of the Dean of Students' website.

If you are called up for active duty or mandatory military training, your commanding officer can provide the Dean of Students a copy of your orders. The Dean of Students may then contact your instructors; however, please let me know at the beginning of the semester if you expect to be absent for military duty.

If you need to adjust deadlines for a religious observance, you must let me know a week in advance, minimize the length of your absence, and be flexible in arranging alternative times to complete the assignments you may miss.

For all absences related to COVID or other infectious diseases, please see the [Protect Purdue](#) website.

PURDUE WRITING LAB

Want input on your writing for this class or any others? Did you know working with a tutor, whether for English or any other discipline, leads to better course grades, high GPAs, greater academic success? Sign up to share any writing from this course or any other at <https://cla.purdue.edu/wlschedule/>. They also have evening hours, and you can get feedback virtually without leaving your dorm or apartment. The Writing Lab will work with you where you are, support your writing in your major, and help you learn what you need to become more effective whatever the context.

EMERGENCIES

To report an emergency, call 911. To obtain updates regarding an ongoing emergency, sign up for Purdue Alert text messages at [Purdue Emergency Alert page](#).

There are nearly 300 emergency telephones that connect directly to the PUPD, both outdoors across campus and in parking garages. If you feel threatened or need help, push the button and you will be connected immediately.

Please review the Emergency Preparedness website for additional information: [Purdue Emergency Preparedness](#).

Please note that emergencies may necessitate both immediate action and changes to the curriculum.

CLASS SCHEDULE

This class schedule is tentative. Any changes will be announced in class and posted in Brightspace. **Please refer to Brightspace for weekly readings, videos, in-class activities, and assignments.**

Module 1: Foundations of Mis- and Disinformation Studies

The first module will be dedicated to an introduction to mis- and disinformation studies. Since mis- and disinformation are grounded in Information Studies, students will need to first learn about these concepts by reading scholarship from this discipline. This will empower students to understand, identify, evaluate, and apply mis- and disinformation frameworks to the medieval world correctly.

*Brainstorm ways in which you think you can apply a mis- and disinformation framework to your own areas of expertise and/or interest.

Wednesday, January 15:

Introductions

Syllabus & Brightspace

Wednesday, January 22:

Readings:

Rachel Kuo and Alice Marwick, "Critical Disinformation Studies: History, Power, and Politics," *Havard Kennedy School (HKS) Misinformation Review*, 2(4) (2021): 1-12.

Deen Freelon and Chris Wells, "Disinformation as Political Communication," *Political Communication*, 37(2) (2020): 145-146.

Victoria L. Rubin, "Disinformation and Misinformation Triangle: A Conceptual Model for 'Fake News' Epidemic, Causal Factors and Interventions," *Journal of Documentation*, 75.5 (2019): 1013–1034.

Melissa Chomintra, "Assessing the Use of Critical Literacies in Mis/disinformation Literacy Instruction," *The Journal of Academic Librarianship*, 49.5 (2023): Article 102762. <https://doi.org/10.1016/j.acalib.2023.102762>

Case Studies (in-class)

Video:

Access Kanopy through the Purdue Libraries Databases and search for: *The Facebook Dilemma*. Watch Part I.

Resources:

Critical Disinformation Syllabus: <https://citap.unc.edu/research/critical-disinfo/>

ACRL Framework for Information Literacy:
<https://www.ala.org/acrl/standards/ilframework>

Wednesday, January 29:

Readings:

Shana Almeida, "Race-Based Epistemologies: The Role of Race and Dominance in Knowledge Production," *Wagadu: A Journal of Transnational Women's & Gender Studies*, 13 (2015): 79-105.

A. N. Gibson and J. D. Martin, "Re-Situating Information Poverty: Information Marginalization and Parents of Individuals with Disabilities," *Journal of the Association for Information Science and Technology*, 70(5) (2019): 467-487.

Birkett, Helen. "News in the Middle Ages: News, Communications, and the Launch of the Third Crusade in 1187–1188," *Viator* (Berkeley) 49(3) (2018): 23–61.

Matthew Phillips. "Urban Conflict and Legal Strategy in Medieval England: The Case of Bishop's Lynn, 1346–1350," *Urban History*, 42(3) (2015): 365-380.

Lori Jones & Richard Nevell: [https://www.thelancet.com/journals/laninf/article/PIIS1473-3099\(16\)30119-0/abstract](https://www.thelancet.com/journals/laninf/article/PIIS1473-3099(16)30119-0/abstract)

Video:

Access Kanopy through the Purdue Libraries Databases and search for: *The Facebook Dilemma*. Watch Part II.

Module 2: Fakes and Forgeries

Module 2 focuses on fakes and forgeries within the medieval world, including forged medieval manuscripts. Students will have the opportunity to discuss mis- and disinformation in the realm of medieval forgeries to understand the intent of the creator and how information on those forgeries is disseminated and sometimes further misinterpreted or misrepresented. Furthermore, we will examine the potential harm some forgeries have on individuals and communities.

Wednesday, February 5:

Readings:

[Artefacts of a fabricated past](#)

[MS. Lat. liturg. f. 3, fol. 65v](#)

MS. Fr. d. 4, fol. 8r

Levi Roach. *Forgery and Memory at the End of the First Millennium*. Princeton, New Jersey: Princeton University Press, 2021. **Read Introduction and Chapters 1-3**

In Class:

Survey

Critical Disinformation Worksheet

Recommended:

Anthony Grafton. *Forgers and Critics: Creativity and Duplicity in Western Scholarship*, new Edition, Princeton, NJ: Princeton University Press, 2019. **(online PUL)**

Wednesday, February 12:

Guest speaker:

Dr. Shaun Hughes, Purdue University Department of English and forgery expert

Readings:

Alfred Hiatt. "The Donation of Constantine in John Whethamstede's Granarium." *Historical Research: The Bulletin of the Institute of Historical Research* 96, no. 272 (2023): 263–76.

Shaun F.D. Hughes. "Postcolonial Plagiarisms: Yambo Ouloguem, Calixthe Beyala, and Witi Ihimaera." *Forum for World Literature Studies* 3, no. 3 (2011): 383–98.

Wednesday, February 19:

Readings:

William M. Voelke. *Holy Hoaxes: A Beautiful Deception*. London: Paul Holberton Publishing, 2023.

Alfred Hiatt. *The Making of Medieval Forgeries: False Documents in Fifteenth-Century England*. Toronto: University of Toronto Press, 2004.

Robert F. Berkhofer, III, *Forgeries and Historical Writing in England, France, and Flanders, 900-1200*. *Medieval Documentary Cultures* 1, Woodbridge: Boydell & Brewer, 2022.

Recommended:

Dónal O'Sullivan. *Fake: Famous Forged Documents and Their Historical Legacy*. North Carolina: McFarland & Company, Inc., 2023.

Module 3: Propaganda, Conspiracy Theories, & Travel

Module 3 will focus on propaganda, conspiracy theories, and travel in the medieval world and how they play a role in mis- and disinformation. Examining the power structures, cultures, and politics behind propaganda and conspiracy theories and how they relate to travel, we will discuss how race, class, and gender are impacted and marginalized through these information attacks. We will critically examine representations of the victims of these information attacks in illuminated manuscripts, stained glass, and tapestry and the harm they cause. This emphasizes why some medieval communities had very good reasons for low public trust and how and why those anxieties have continued throughout history. A section of this module will be dedicated to the conspiracy theories surrounding the Voynich manuscript, with a special focus on confirmation bias, scientific analysis, and AI. This demonstrates to students the difference between mis- and disinformation in medieval times and mis- and disinformation about medieval texts. The digitized Voynich manuscript and the scholarship (and conspiracy theories) surrounding it will be closely examined. Students will also conduct a search of secondary sources (outside of class) on the Voynich

manuscript to see the progression and change of scholarship over the decades, which will then be discussed during class.

Wednesday, February 26

Readings:

Digitized Manuscript: Mandeville's Travels. [MS Français 2810](#) (fols. 141r-225v), Bibliothèque nationale de France, 1410-1412.

***Choose an illumination from the digitized manuscript of Mandeville's Travels to discuss in class.**

Translation: <https://archive.org/details/travelsofsirjohn00manduoft/page/n7/mode/2up>

Peter Mason. "The Monstrous Human Races." In *Deconstructing America*, 1st ed., 71–96. Routledge, 1990. doi:10.4324/9781003422907-4.

Adam Miyashiro. "Our Deeper Past: Race, Settler Colonialism, and Medieval Heritage Politics," *Literature Compass*, 16(9–10) (2019).

Recommended:

Les voyages de Marco Polo de Venise (The Travels of Marco Polo)

Digitized manuscript: <https://www.loc.gov/item/2021668052/>

Nicholson, Helen J. *Women and the Crusades*. First edition. Oxford, United Kingdom: Oxford University Press, 2023.

Joachim Kurtz. "Chinese Dreams of the Middle Ages: Nostalgia, Utopia, Propaganda," *The Medieval History Journal*, 21(1) (2018): 1–24.

Wednesday, March 5

Readings:

Livre des merveilles du monde (*Book of Marvels of the World*), MS M. 461, Morgan Library

Catalogue record: <https://www.themorgan.org/manuscript/76918>

Digitized manuscript: <https://www.themorgan.org/book/export/html/928301>

Larisa Grollemond, et al, host institution J. Paul Getty Museum, and host institution Pierpont Morgan Library. *The Book of Marvels: A Medieval Guide to the Globe*. Getty Publications, 2024.

Remi Jedwab, Noel D Johnson, and Mark Koyama, “Negative Shocks and Mass Persecutions: Evidence from the Black Death,” *Journal of Economic Growth* (Boston, Mass.), 24(4) (2019): 345–95.

Theresa Finley and Mark Koyama. “Plague, Politics, and Pogroms: The Black Death, the Rule of Law, and the Persecution of Jews in the Holy Roman Empire.” *The Journal of Law & Economics* 61(2) (2018): 253–77.

Debra Higgs Strickland. *Saracens, Demons & Jews: Making Monsters in Medieval Art*. Princeton, N.J: Princeton University Press, 2003.

Wednesday, March 12

Guest Speaker: Dr. Lisa Fagin Davis, Executive Director of the Medieval Academy of America and Voynich Manuscript expert

Readings:

Voynich Manuscript, Beinecke MS 408, Yale University

Catalogue Record: <https://orbis.library.yale.edu/vwebv/holdingsInfo?bibId=11167038>

Digitized Manuscript: <https://collections.library.yale.edu/catalog/2002046>

Lisa Fagin Davis. [Voynich Codicology](#).

Matthew Shields. “Rethinking Conspiracy Theories,” *Synthese* (Dordrecht) 200(4) (2022): Article 331.

Ivan Zelinka, et al. “Softcomputing in Identification of the Origin of Voynich Manuscript by Comparison with Ancient Dialects,” *Applied Soft Computing*, 138 (2023): 110217.

Marcelo A. Montemurro. “Keywords and Co-Occurrence Patterns in the Voynich Manuscript: An Information-Theoretic Analysis,” *PloS One*, 8.6 (2013): e66344–e66344.

Raymond Clemens, ed. *The Voynich Manuscript*. New Haven: Beinecke Rare Book & Manuscript Library, in association with Yale University Press, 2016.

Histories Greatest Mysteries, Season 3, Episode 9, “The Voynich Manuscript,” April 25, 2022. <https://www.history.com/shows/histories-greatest-mysteries/season-3/episode-9>

Recommended:

[Gerard Chesire. “The Language and Writing System of MS408 \(Voynich\) Explained,” *Romance Studies: A Journal of the University of Wales*, 37\(1\) \(2019\): 30–67.](#)

Wednesday, March 19 – SPRING BREAK!! 😊

Module 4: Prophecies, Prognostications, & Magic

The last module of the course will examine prophecy, prognosis, and magic in the medieval world, where a rich array of primary and secondary sources will be evaluated. Among the texts students will read about are Chaucer's *Miller's Tale* and *Franklin's Tale*, *The Prophecy of the Six Kings* in CCCC MS 405, and *Malleus Maleficarum* (1486). Topics such as medical texts, almanacs, astrology, chiromancy, dream manuals, lunaries, weather and medical prognostication, wheels of fortune and volvelles, charms, and magic will all be discussed through the lens of mis- and disinformation and in some instances medical mis- and disinformation. Medieval prophecies often spoke to the hopes, beliefs, or fears of individuals, which made prophecies an agent for influencing and controlling targeted audiences. Ample historical evidence exists of writers employing prophecies within a political context, and the Wars of the Roses and Jack Cade Rebellion are no exception.¹ Erik Weiskott writes of medieval prophecies, "It motivated political action, shaped public perception of national politics, and captured the imagination of writers and compilers."² "Some studies of political prophecy describe it as a vehicle of propaganda, others as a tool of protest. It was both...Predictably, the ownership of manuscripts containing English political prophecy skewed toward the rich and almost exclusively toward men."³ Questions to consider will be: Who were creating these texts? What was the author's class, race, and gender? What does this tell us about medieval power structures when it comes to information creation and dissemination, particularly when it comes to health and wellbeing? How were medieval audiences engaging with these texts? Did they see it as a game, or were they looking for real answers? Does interacting with these texts conflict with their spiritual beliefs or do they intersect? What was the socio-economic status of the people engaging with these texts?

Wednesday, March 26

This class will be canceled because we will be going to the Newberry Library on Saturday, March 29! Dr. Christopher Fletcher will be teaching our class at 11:00 am, and you will have the opportunity to engage with primary sources from the Newberry. Travel to the Newberry and lunch will all be provided.

Meet at 8:00 am (EST) in front of Stewart Center (main entrance facing Memorial Mall). Class is from 11:00-12:00 pm (CT). We will have lunch, and then depart from the Newberry Library at 3:00 pm (CT) and return to Stewart Center around 7:00 pm (EST).

¹ Eric Weiskott. "English Political Prophecy and the Problem of Modernity." *Postmedieval a Journal of Medieval Cultural Studies* 10, no. 1 (2019): 15.

² Ibid., 15.

³ Ibid., 13-14.

While I cannot make this mandatory, I *strongly* encourage you to make time in your schedule to attend. 😊

Wednesday, April 2

Readings:

Malleus Maleficarum (1486). Christopher MacKay translation, 2006.

Mackay, Christopher S. *An Unusual Inquisition: Translated Documents from Heinrich Institoris's Witch Hunts in Ravensburg and Innsbruck*. Leiden: Brill, 2020.

Hans Peter Broedel. *The Malleus Maleficarum and the Construction of Witchcraft*. Manchester: Manchester University Press, 2003.

P.G. Maxwell-Stuart. *The Malleus Maleficarum*. Manchester: Manchester University Press, 2007.

P. Chandra and J. Pal. "Rumors and Collective Sensemaking: Managing Ambiguity in an Information Marketplace." *Proceedings of the 2019 CHI Conf on Human Factors / Computing Systems* (2019): 1-12.

In Class:

National Geographic Episode 2 documentary about *Malleus* and the German witch hunt and trials – how that led to Salem witch trials.

GIS Mapping of European witch trials and deaths: <https://witching.org/content/mapping>

Wednesday, April 9

Malleus Melficarum cont...

The Prophecy of the Six Kings, CCCC MS 405

Digitized manuscript: <https://parker.stanford.edu/parker/catalog/vv924dt3892>

Eric Weiskott. "English Political Prophecy and the Problem of Modernity." *Postmedieval a Journal of Medieval Cultural Studies* 10, no. 1 (2019): 8-21.

Wednesday, April 16

Guest Speaker: Dot Porter, Curator of Digital Humanities, Schoenberg Institute for Manuscript Studies, University of Pennsylvania

The Miller's Tale

The Franklin's Tale

Stephen Knight. "Ideology in 'the Franklin's Tale.'" In *Medieval Literature and Social Politics*, 1st ed., 67–87. Routledge, 2021. doi:10.4324/9781003052548-6.

Albrecht Classen and Marilyn Sandidge, eds. *Magic and Magicians in the Middle Ages and the Early Modern Time: The Occult in Pre-Modern Sciences, Medicine, Literature, Religion, and Astrology*. Berlin, [Germany]; De Gruyter, 2017.
doi:10.1515/9783110557725.

Martha W. Driver. "Chaucer the Mage: A Brief Exploration of Magic in the Squire's Tale, the Canon's Yeoman's Tale, and the Franklin's Tale." *The Chaucer Review* 58, no. 3–4 (2023): 389–402. doi:10.5325/chaucerrev.58.3-4.0389.

Wrapping Up

Wednesday, April 23

Rough Draft of Final Paper Due!!!

In-Class Peer Review (Coffee & baked goods will be provided!)

Wednesday, April 30

Informal Presentations on Final Paper

More coffee and baked goods!

Monday, May 5

Final Paper Due!!!