### RELI3665 Neo-paganism and the Modern Occult

**Co-ordinator:** Dr Marguerite Johnson  
**Room:** MCLG39  
**Ph:** 49215229 / 0432104884  
**Email:** Marguerite.Johnson@newcastle.edu.au  
**Consultation hours:** Thursdays 11-12 OR 5-6

**Course Description:** Provides an introduction to studies of the revival of occultism in the western world (c. 19-20th Centuries), initially through the focus on ancient systems of belief in Greece, Rome and Egypt that establishes connections to 'modern' belief systems. The course involves study of major occult and esoteric philosophies as well important individuals involved in the resumption and also (re)invention of esoteric beliefs and practices. We shall examine how and why systems such as theosophy, spiritualism, and related structures evolved as responses to historical and social environments and historical events. The evolution of neo-paganism in contemporary society, its personal and public ramifications, will also be examined.

### Callaghan Campus

**Semester 2 - 2006**

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<tr>
<th>Activity</th>
<th>Day</th>
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| Lecture and Tutorial | Thursday | 2.00 PM - 4.00 PM | [V02]  
| or                | Thursday | 4.00 PM - 5.00 PM | [V103]  
|                   | Thursday | 12.00 noon - 1.00 PM | [MCG61]  

Course Outline Issued and Correct as at: Week 1, Semester 2, 2006  
CTS Download Date: 1 June 2006
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**Course Rationale.**

In the course of studying modern occult philosophies and practices, students have the opportunity to consider how belief systems evolve partially through private and group-related specificities as well as through response to social and historical events and environments. The course therefore promotes the development of historical, philosophical, cultural and social awareness, important objectives of the Bachelor of Arts and the Bachelor of Social Science. Issues such as the role of women in the reintroduction and development of occult philosophy and ritual are incorporated in order to assess the spiritual and social aspects associated with matters of gender in systems of belief. The course also contributes to the core skills of communication, through the practice of essay writing and through tutorial presentation, and critical thinking and analysis. It will not prevent students from enrolling in other courses.

**Course Objectives.**

Upon completion of this course, students will be expected to demonstrate:

1. An objective, introductory knowledge of a number of belief systems and the individuals associated with them, from the 19th-20th Centuries;
2. Interpretive skills appropriate to comprehend the philosophy and practice of the systems under examination;
3. Familiarity with philosophical, theoretical and social debates about the systems under examination;
4. Communication skills, especially those involved in writing analytic essays at advanced undergraduate level.

**Course Content.**

The course involves study of the 'modern' revival of occultism in the western world (c. 19-20th Centuries). It begins with the origins of
the western magical tradition. The various distinct categories of belief, including the Golden Dawn, the Theosophical Society, related areas such as spiritualism, witchcraft and neo-paganism are then studied in appropriate detail. Leading individuals such as Madame Helena Blavatsky, Aleister Crowley and Gerald Gardener are considered in light of their contributions to the occult revival, as are more recent neo-pagans, such as Margot Adler. The emphasis on the role of women in neo-pagan practice and the related academic debates, particularly among feminist scholars, indicate the relevance of these movements to Gender Studies. The course also examines the socio-economic and historical factors behind the various movements (such as impact of World War I on the rise of spiritualism in Britain). In addition, students explore the reception of the systems via a series of conduits, such as the media and, more recently, the internet.

### Assumed Knowledge
Nil

### Contact Hours
- Tutorial for 1 Hour(s) per Week for Full Term
- Lecture for 2 Hour(s) per Week for Full Term

### Assessment
- Essays / Written Assignments: Three tutorial papers or equivalent of approximately 1000 words each 20% each
- Essays / Written Assignments: One major essay of approximately 2000 words 40%
- Group/tutorial participation and contribution: A minimum of 80% attendance is expected in this course

### Teaching Methods
- Lecture
- Tutorial

### Modes of Delivery
- Internal Mode

### Programs
- 10847 - B Arts [CC] Directed
- 10716 - B Social Science Directed
- 11083 - B Social Science [CC] Directed

**Online Tutorial Registration:**
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system: [http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm](http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm)

Registrations close at the end of week 2 of semester.

School of Humanities and Social Science
Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Written Assignment Presentation and Submission Details:
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Where possible, type your assignments:** All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length:** The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet:** All assignments must be submitted with the University coversheet:
  - **Assignments are to be submitted in class**
  - **Do not fax or email assignments:** Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments:** All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin:
In addition to hard copy submission, students are required to submit an electronic version of all tutorial assignments and essays to Turnitin via the course Blackboard website:

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Assignments will not be marked until both hard copy and online versions have been submitted. Marks may be deducted for late submission of either version.

Plagiarism:
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or
works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity on the University of Newcastle Website.

The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may –

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Special Consideration/Extension of Time Applications:
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS or website http://www.newcastle.edu.au/study/forms/index.html

Penalties for Late Assignments:
Assignments submitted after the due date, without an approved extension of time will be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date will be awarded zero marks.

No Assignment Re-submission:
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.
**Remarks:**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at: [www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf](http://www.newcastle.edu.au/policy/academic/adm_prog/procedures_appeals_finalresult.pdf)

**Return of Assignments:**
Where possible, assignments will be marked within 3 weeks and returned to students in class.

**Preferred Referencing Style:**
Please consult the document at the end of this course guide.
Further information on referencing and general study skills can be obtained from: Infoskills:

**Student Representatives:**
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

**Student Communication:**
Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students:**
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at: [http://www.newcastle.edu.au/currentstudents/index.html](http://www.newcastle.edu.au/currentstudents/index.html)

**Changing your Enrolment**
The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:
For semester 1 courses:  31 March 2006  
For semester 2 courses:  31 August 2006  
For Trimester 1 courses:  17 February 2006  
For Trimester 2 courses:  9 June 2006  

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail.
grade.
Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to
http://www.newcastle.edu.au/study/enrolment/changingenrolment.html

Contact Details
Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 02 4921 5314

Ourimbah Focus
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:
## COURSE PROGRAM

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<th>LECTURE TOPIC</th>
<th>TUTORIAL TOPIC</th>
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<td>1: 20 July</td>
<td>★An Introduction to the Course</td>
<td>No Tutorial</td>
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<td></td>
<td>★Definitions</td>
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<td>2: 27 July</td>
<td>★The Origins of the Western Magical</td>
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<td></td>
<td>Tradition</td>
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<td>3: 3 August</td>
<td>★The Theosophical Society</td>
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<td>★Case Study: Madame Helena Blavatsky</td>
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<td>4: 10 August</td>
<td>★The Hermetic Order of the Golden</td>
<td>The Theosophical Society</td>
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<td>Dawn</td>
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<tr>
<td>5: 17 August</td>
<td>★The Hermetic Order of the Golden</td>
<td>No Tutorial</td>
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<td>Dawn</td>
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<td>6: 24 August</td>
<td>★Aleister Crowley and the Magic of</td>
<td>The Hermetic Order of the Golden Dawn</td>
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<td>the New Aeon</td>
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<td>7: 31 August</td>
<td>★Spiritualism</td>
<td>No Tutorial</td>
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<td>★Case Study: Helen Duncan</td>
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<td>8: 7 September</td>
<td>★Gerald Gardner and the Rise of</td>
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<td>Modern Witchcraft</td>
<td>of the New Aeon</td>
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<td>9: 14 September</td>
<td>★Modern Witchcraft in Australia</td>
<td>Gerald Gardner and the Rise of</td>
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<td>Case Study: Rosaleen Norton</td>
<td>Modern Witchcraft</td>
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<td>10: 21 September</td>
<td>★The New Age Movement</td>
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<td>11: 28 September</td>
<td>★The Rebirth of the Goddess</td>
<td>Modern Witchcraft in Australia</td>
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<td>Case Study: Rosaleen Norton</td>
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<td>12: 19 October</td>
<td>★Neo-paganism, the Modern Occult</td>
<td>No Tutorial</td>
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<td></td>
<td>and Popular Culture</td>
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<td>13: 26 October</td>
<td>★The History of the ‘Satanic Panic’ –</td>
<td>No Tutorial</td>
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<td>1970s-1990s</td>
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<td>14: 2 November</td>
<td>Conclusion to the Course</td>
<td>The History of the ‘Satanic Panic’ – 1970s-1990s</td>
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<td>15: 9 November</td>
<td>No Lecture – Major Essay Due 5 pm</td>
<td>No Tutorial</td>
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School of Humanities and Social Science
DETAILS

BOOKS:

RESPECT:
In tutorials we must all agree to respect each other’s point of view and opinions. While we may disagree or debate issues, personal attacks and/or deprecating remarks will not be tolerated. This classroom will be a secure place to discuss ideas. AND REMEMBER, PLEASE LISTEN TO THE VIEWS OF OTHERS AND DO NOT TALK OVER PEOPLE!

CRITICAL READING:
All readings are in Short Loans. While I have listed many critical texts for each assessment topic, you are (obviously) not expected to read them all. However, for an understanding of each text that is not of a superficial nature, you are encouraged to consult at least two critical texts per assessment topic.

SOME ADDITIONAL ADVICE AND REQUESTS:
The University’s e-mail system is not for ‘forwards’ and other non-academic material.

Please check the Blackboard site for this course and your Student Mail on a weekly basis!

Please refrain from discussing serious, in-depth individual matters concerning the course, essay topics, and especially extensions,* etc with the Co-ordinator immediately before or after the lectures, on the way to tutorials or during the lecture break. I am always happy to chat during these times but I cannot provide quality advice that will be of significant benefit under such circumstances. More effective advice can be provided by consultation or e-mail.

* Requests for extensions must be in writing.
SOME FINAL ADVICE:

- Please do not involve a third-party in your academic investigations; the University has strict rules on unauthorised contact with individuals for research purposes.
- This course does not advocate any system of belief; but endorses religious / spiritual tolerance and the right of individuals to believe and worship what they will.

Rosaleen Norton: ‘Individuation’
ASSESSMENT INFORMATION

TUTORIALS:
Three tutorial papers or equivalent of approximately 1000 words each 20% each

Tutorial papers can be written in point-form using headings or in essay-format. Either style must be accompanied with formal endnotes or footnotes and a bibliography. Please see the attached material on CORRECT and EXPECTED referencing for this course. Endnotes/footnotes, bibliography and quotations do not count toward the word limit.

You must have written the paper beforehand, bring it to the tutorial, make contributions to the discussion, then submit the paper to the tutor at the end of the class for assessment. Assessment is based on (a) the quality of the written work and (b) contribution to the class discussion. Even when you are not presenting an assessable paper, you will be expected to have done some preparation and be willing to contribute to the discussion.

MAJOR ESSAY:
This must be written in formal essay format and must be accompanied with formal endnotes or footnotes and a bibliography. Please see the attached material on CORRECT and EXPECTED referencing for this course. Endnotes/footnotes, bibliography and quotations do not count toward the word limit.

Please ensure that your name, student number, topic and word count (excluding quotations) are clearly printed on the front of every assignment!

Exceeding the word limit by more than 10% will result in a 10% penalty!

YOU MAY NOT ATTEMPT AN ESSAY TOPIC ON A CHOSEN TUTORIAL TOPIC!

If you wish to have the major essay returned during the semester break, please attach a stamped, self-addressed envelope to your work.
ASSESSMENT / GRADING CRITERIA

What I’m looking for when assessing work in this course …

TUTORIAL PAPERS:

• Research – reading of at least two of the recommended critical sources.
• Direct use of source material where possible (i.e. direct use of works, letters, interviews, literature from the person / organisation in question) in the answering of the question.
• Demonstrated awareness of the dates for authors, country of origin, etc.
• Demonstration of the consultation of critical sources – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of critical sources (e.g. comparing and contrasting interpretations, etc).
• Organisation of material in an effective way – essentially in a way that answers the question. This includes a logical development of ideas – connections between ideas, points of argumentation, etc.
• Relevant material only.
• Support of argumentation by the inclusion of appropriate evidence and examples.
• Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.
• Participation in the class discussion.
• In tutorials, you must consider fellow students: no talking over other people, no domination of the discussion, and please listen to what others are saying and, ideally, if you wish to make a point, try to make your point follow-on from the previous speaker – i.e. interact with each other not just the tutor!

THE MAJOR ESSAY:

• Research – reading of at least three of the recommended critical sources.
• Direct use of source material where possible (i.e. direct use of works, letters, interviews, literature from the person / organisation in question) in the answering of the question.
• Demonstrated awareness of the dates for authors, country of origin, etc.
- Demonstration of the consultation of critical sources – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of critical sources (e.g. comparing and contrasting interpretations, etc).

- Organisation of material in an effective way – essentially in a way that answers the question. This includes a logical development of ideas – connections between ideas, points of argumentation, etc.

- Relevant material only.

- Support of argumentation by the inclusion of appropriate evidence and examples.

- Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.

- Of course, this assignment requires a greater degree of research and a greater need for correct syntax, grammar, etc.

Rosaleen Norton: ‘Esoteric Study’
## GRADING SCALE:

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<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
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<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
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<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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**TUTORIAL QUESTIONS:**

**Value:** 20% each  
**Word Limit:** 1000 words each  
**Please choose THREE of the following:**

**Topic 1:** Week 4 / 10 August: The Theosophical Society: Case Study: Madame Helena Blavatsky  
Discuss Helena Blavatsky as a mystic, occultist and / or philosopher.

**Topic 2:** Week 6 / 24 August: The Hermetic Order of the Golden Dawn  
What were the main aims behind the Hermetic Order of the Golden Dawn?

**Topic 3:** Week 8 / 7 September: Aleister Crowley and the Magic of the New Aeon  
Discuss the main themes in Aleister Crowley’s *The Book of the Law*.

**Topic 4:** Week 9 / 14 September: Gerald Gardner and the Rise of Modern Witchcraft  
How accurate was the ‘history’ behind the revival of the witchcraft tradition of Gerald Gardner?

**Topic 5:** Week 11 / 28 September: Modern Witchcraft in Australia Case Study: Rosaleen Norton  
Was Rosaleen Norton a witch?

**Topic 6:** Week 14 / 2 November: The ‘Satanic Panic’  
Discuss and assess some of the main arguments for and against the accusations of Satanic Ritual Abuse.
ESSAY QUESTIONS:

Value: 40%

Word Limit: 2000 words

Due: Week 15: 5pm

Please choose ONE of the following:

Topic 1: The Origins of the Western Magical Tradition
Discuss and analyse the major components of early Western occultism and mysticism with the aim of establishing the influences on contemporary neopaganism and occultism.

Topic 2: The Theosophical Society
Identify the main elements of Eastern religion, philosophy and/or mysticism utilised in the formation of the Theosophical Society.

Topic 3: The Hermetic Order of the Golden Dawn
‘The Hermetic Order of the Golden Dawn was founded in London in 1888 by three Rosicrucian Masons. For the first time men and women worked together as equals in magical ceremonies whose purpose was to test, purify, and exalt the individual’s spiritual nature so as to unify it with his or her “Holy Guardian Angel.”’ (M. K. Greer, Women of the Golden Dawn, p.1).

Assess this statement by Greer with particular attention to the reference to the significant role of women in The Golden Dawn.

Topic 4: Aleister Crowley and the Magic of the New Aeon
Discuss and analyse what Aleister Crowley understood by the Aeon of Horus.

Topic 5a: Spiritualism
Discuss the historical influences upon the rise of spiritualism in Britain.

or

Topic 5b: Spiritualism
Explain the role of women in spiritualism in Britain. Why were women involved in spiritualism?
**Topic 6: Gerald Gardner and the Rise of Modern Witchcraft**
Assess the major contributions of Gerald Gardner to the rise and organisation of modern witchcraft.

**Topic 7: Modern Witchcraft in Australia Case Study: Rosaleen Norton**
Discuss the artwork of Rosaleen Norton as an expression of her occult beliefs.

**Topic 8: The New Age Movement**
To what extent has the New Age Movement misappropriated indigenous traditions of belief?

**Topic 9: The Rebirth of the Goddess**
What are the main features (spiritual, personal, etc) of the Goddess Movement?

**Topic 10: Neo-paganism, the Modern Occult and Popular Culture**
Analyse the treatment of occult per se in one form of popular culture (e.g. film; television; the print media).

**Topic 11: The ‘Satanic Panic’**
Discuss and assess the main historical, sociological, cultural and belief-based reasons for the ‘Satanic Panic’ of the last decades of the 21st Century? Has the ‘panic’ subsided? Give reasons for your answer.
READING:

The Origins of the Western Magical Tradition:

The Theosophical Society and Helena Blavatsy:

The Hermetic Order of the Golden Dawn:

Aleister Crowley and the Magic of the New Aeon:

Spiritualism:


**Gerald Gardner and the Rise of Modern Witchcraft:**


**Modern Witchcraft in Australia Case Study: Rosaleen Norton:**


**The New Age Movement:**


**The Rebirth of the Goddess:**


**Neo-paganism, the Modern Occult and Popular Culture:**


Witches, Pagans & Heathens in the Media: http://www.witchvox.com/_x.html?c=media

**The ‘Satanic Panic’:**


Witches, Pagans & Heathens in the Media: http://www.witchvox.com/_x.html?c=media
WRITING AT TERTIARY LEVEL:

The same approach to all assignments can be undertaken for this course in terms of basic research, preparation and presentation (for variations, see the details on separate assignments earlier in this document). It is anticipated that students will build on previous assignments – and the feedback they receive – to write a paper that demonstrates the following:

1. **Research** – reading of all set material and reading of at least two of the recommended critical sources.
2. **Direct use of the text** in the answering of the question.
3. **Demonstrated awareness** of the types of sources you are using (e.g. dates for authors, genres, style, etc).
4. **Demonstration of the consultation of critical sources** – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of critical sources (e.g. comparing and contrasting interpretations, etc). This can be done in endnotes/footnotes.
5. **Organisation of material** in an effective way – essentially in a way that answers the question.
6. **An awareness of what is relevant** for inclusion and what is not.
7. **Support of argumentation** by the inclusion of appropriate evidence and examples.
8. **Correct presentation**: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.

**STRUCTURE:**

- Make sure you indicate in your introduction where your paper is heading. Address each component of the question in your introduction. When it comes to writing the ‘middle’ of the paper, use each of these key points for a paragraph (for essay-style) or heading (for point-form).

- Support your key points by references to or quotations from the text and/or modern sources.

- Support your key points with examples, facts, figures.

- Keep addressing the question as you progress, so you won’t go off the track or bring in unnecessary information. Keep asking yourself: ‘am I answering the question?’ and ‘is this piece of information needed to answer the question?’
When including footnotes or endnotes you can do more than reference material taken from the set text or modern sources. Notes can be used to acknowledge variations in information (e.g. interpretations). Notes can also be used to define words (e.g. if you use a Greek or Roman word in your paper, you can include a brief definition in a footnote or endnote). Such notes can add to the paper without intruding on the flow and focus of the main work.

The conclusion should sum-up the main points and give a concise answer to the question. It should not bring in any new or unrelated material.

RESEARCHING AND WRITING THE PAPER:
1. Read all the set text(s) thoroughly and make notes as you go.
2. Then read the critical sources. At times you will need the critical sources to guide you through topics and give you a better understanding of the set text(s). We recommend consulting the modern sources listed for a particular topic as these are geared towards the particular course. Take notes on key points.
3. Always make sure to record the author’s name, title of the work, publishing details and page numbers as you take notes. This will ensure that when the time comes to write-up your paper you have all the details to include in the notes and bibliography. Inadequate or incomplete notes and bibliography (e.g. missing page numbers, absence of publishing details, etc) may result in the deduction of marks.
4. Try to establish your own opinions as you progress with your research. Research and writing at tertiary level does involve your having an opinion and supporting it through the careful structure of a paper and a persuasive argument.
5. Plan your papers carefully before you begin writing them. After your research is complete, start to plan. Read through the notes you have taken and then write down all the important ideas and points.
6. Follow-up by organising this material into a coherent order. Each major point should represent a paragraph/heading of the paper.
7. Write the first draft, making sure that each major point is allocated a separate paragraph/heading and is supported by facts, references to and/or quotations from the text(s) and modern sources.
8. Read through the first draft. Then, with your original notes nearby, write in any additional information you feel is needed.
9. Check the style and content, revising when necessary.
10. Write the final draft.
11. Proof-read the final copy for spelling errors, typographical errors, etc.

WRITING STYLE:
✧ Write as simply and clearly as possible.
✧ Do not over-write – i.e. use more words than you need to.
✧ Avoid overly descriptive or ‘flowery’ language.
SOME ADDITIONAL TIPS:
⇒ Never write the paper the night before.
⇒ Try to allow time to elapse between certain stages in the writing process. E.g. After you have completed the first draft, allow time to elapse before proceeding to the next stage where you are re-reading the paper and writing in additional points. A break from the work will give you a much sharper, more critical ‘eye’.
⇒ Always keep drafts and a copy of the final work. Draft copies are vital in case something goes wrong during the writing process and you accidentally lose your work. Remember we do not accept computer problems (‘crashes’, printing difficulties, etc) as a reason for lateness of work.

THE WORD LIMIT:
✦ There is always a word limit set, so adjust your research accordingly.
✦ A limit is imposed to make students better researchers, thinkers and writers, because it forces students to decide what should go in the paper and what should be left out. Hopefully this means that only work that has direct relevance to the topic will be included in any paper. All this is part of the CRITICAL THINKING PROCESS.
✦ Exceeding or not reaching the word limit by more than 10% will lead to deductions of marks. Falling short of the word limit may well indicate that the student has not researched enough, did not understand the topic, or ran out of time!

INSTRUCTIONAL WORDS:
• ANALYSE: identify and examine the key components of a topic and interpret these components
• COMPARE: identify the similarities and differences within a given topic and elaborate on these
• DISCUSS: examine a text, character, historical event, etc and interpret it – demonstrate your views on a given topic
• ASSESS: attempt to objectively evaluate two sides of an argument – a conclusion should then be reached as to which side of the argument is most acceptable

PLAGIARISM:
• This word is derived from the Latin, plagarius, which means ‘kidnapper’ or ‘plunderer’.
• Plagiarism is the direct ‘plundering’ of a source – a set text or critical analysis – without acknowledgment. CF. THE ATTACHED DOCUMENT TAKEN FROM THE UNIVERSITY OF NEWCASTLE’S WEBSITE.

Plagiarism can take a variety of forms:
• a single sentence unacknowledged
• a phrase unacknowledged
• a sentence or sentences with a few words changed unacknowledged
• a theory or argument unacknowledged

• How do you acknowledge information? By using quotation marks, italics or indentation and accompanying footnote / endnote if you are including a piece that is verbatim; or a footnote / endnote after information that has been paraphrased; or a footnote / endnote after an idea, argument, or particular piece of information taken from a set text or critical source.

Under NO CIRCUMSTANCES are you to use the work of another student.
Plagiarism is academic misconduct and if a student is found guilty of it, the paper in question will be FAILED (further action may be taken under some circumstances).

**FOOTNOTES & ENDNOTES:**
- Footnotes are placed at the foot or bottom of the page
- Endnotes are placed at the end of the paper, preferably on a separate sheet of paper (and before the bibliography)
- EITHER IS ACCEPTABLE – BUT ONLY ONE OR THE OTHER
- The notes must be numbered consecutively

◆ For a **BOOK**, they should look like this:


◆ For an **ARTICLE**, they should look like this:


**There is no need to provide all the details of the publication after you have made your first note. Therefore, when repeating the works cited above, you can write surnames plus page. E.g: Lefkowitz 99 or Walcot 41.**

If you are using two works by the same author, cite the title of each book or the date along with the author’s surname and the page in subsequent notes. Eg: Lefkowitz (1986) 88 and Lefkowitz (1972) 35.

**BIBLIOGRAPHY:**
All work must have a bibliography (a list of ALL the books and articles you have consulted while researching the paper).

The bibliography should go on a separate page at the end of the paper.

◆ A book should be set out as follows:


NB: **No** page numbers included for a book.

◆ An article should be set out as follows:


NB: **All** page numbers included for an article.

**BIBLIOGRAPHIES GO IN ALPHABETICAL ORDER – AUTHOR’S SURNAME FIRST.**
YOU SHOULD HAVE A SEPARATE SECTION FOR THE SET TEXT AND, IN THE CASE OF A TRANSLATION, YOU MUST INCLUDE THE NAME OF THE TRANSLATOR. EG:

QUOTATIONS:
- If the quotation is lengthy (exceeding 2-3 lines) it is given a new line and is indented.
- When indenting there is no need for quotation marks unless someone is actually speaking.
- Shorter quotations can be placed in quotation marks and written into the text.
- When quoting from an author you can use an abbreviated style of referencing in the text of the paper – e.g. (Od. 22.134-35). The marker will then look for the details of the translator, publisher, etc in the bibliography.

SPELLING, SYNTAX, PUNCTUATION & SPELLING:
Everyone makes spelling errors. However, with computer ‘spell-checks’ there is less reason for poor spelling these days. If using a word-processor or writing your papers, correct spelling is ultimately your responsibility. Poor spelling detracts from your work and can ruin the best of papers. So, if you have a ‘spell-check’, use it, and for those writing their papers by hand, use a dictionary.

• SYNTAX:
This is sentence structure. Students often fall into the trap of writing incomplete sentences (often the result of splitting what should be one sentence into two). Another problem is the sentence that goes for several lines with little if any punctuation (commas, semi-colons, full-stops). There are all sorts of syntax problems, but to avoid them, try reading your paper aloud (if what you’re reading doesn’t sound right – rewrite).

• PUNCTUATION:
Apostrophes: usually indicate possession.
Correct examples in the SINGULAR:
The woman’s book.
The child’s toy.

Correct examples in the PLURAL:
The boys’ uniforms.
The animals’ food.

Correct examples in the COLLECTIVE PLURAL:
The men’s tent.
The people’s treaty.

(b) Confused Words:
- its / it’s
  its = possessive pronoun and DOES NOT TAKE AN APOSTROPHE ‘S’. e.g: The book had lost its cover.
  it’s = shortening of it is: e.g: It’s a hot day.

- there / their
  there = an adverb and indicates a place or direction. e.g: I put the book over there. Or: There is a river north of Newcastle.
  their = a possessive pronoun in the plural. e.g: It is their home.