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(Text repeats on later pages.)

Course Assessment Plan for OSCI 63370

History of Early Modern Occultism

List course number on the 1st line.
Include the full, official course title on the 2nd line.

List all affiliated course numbers that use this plan (cross-listed, honors versions, etc.).

Course Information

Department Information

Course Manager is responsible for designing and maintaining the content of the assessment plan. Provide name & email address.

Course Number: OSCI 63370
Course Title: History of Early Modern Occultism
Affiliated Courses: HONR 43309 Honors History of Early Modern Occultism

Course Credits: 3 sh
Rowan Core Literacy: Humanistic
Rowan Experience: WI

Department: Occult Sciences
Course Manager: Helena Blavatsky
• email: occdoc@rowan.edu
Faculty Liaison: Aleister Crowley
• email: crowleya@rowan.edu

If the course is also doing WI or LIT assessment, indicate this here. (Policy on WI & LIT assessment is pending.)

The Faculty Liaison is responsible for ensuring that instructors are prepared to do the approved assessment for this course. This can be the same person as the Course Manager—or someone else.

Aligned Course Objectives & Core Outcomes (With Assessment Methods)

Course assessment plans are organized by alignments. Each has 3 parts: (1) a course objective; (2) a Rowan Core outcome that is aligned to the course objective; and (3) a specific plan for assessing the chosen Rowan Core outcome. The LARC Committee reviews the three parts of the alignment as a whole.

For the course objective, provide a short name (for easy reference) and then a full, one-sentence description (as you wish it to appear on the syllabus).

- First Alignment**

Course Objective: Core Concepts of Occultism – Students can explain key concepts and esoteric theories developed by occultists in the early modern period.

Rowan Core Outcome: Humanistic: Historical Knowledge – Students can identify and explain developments in human history and thought.

Assessment Summary: Multiple-choice questions, Block A or B; Exam short essay question E1

Assessment Status: Active for Rowan Core assessment
- Second Alignment**

Course Objective: Applying Occult Theory Historically – Students can apply contemporary occult theory to understand the work of early modern practitioners.

Rowan Core Outcome: Humanistic: Theory – Students can apply theoretical approaches to their understanding of human experience.

Assessment Summary: Exam short essay questions E2 and E3

Assessment Status: Active for Rowan Core assessment
- Third Alignment**

Course Objective: Primary Sources Research – Students can do research on primary sources in early modern occultism.

Rowan Core Outcome: Humanistic: Research – Students can find, organize and synthesize information in support of their research goals.

Assessment Summary: Occult Pamphlet Project (“research” and “synthesis” rubric dimensions)

Assessment Status: Active for Rowan Core assessment
- Fourth Alignment**

Course Objective: Become a Better Writer – Students can develop as a writer by completing a multi-stage writing project.

Rowan Core Outcome: Communicative: Context, Audience and Purpose – Students can communicate in ways that are sensitive to context, audience and purpose.

Assessment Summary: Occult Pamphlet Project (“writing context” and “pamphlet design” rubric dimensions)

Assessment Status: Active for all Writing Intensive sections

Choose one of the Rowan Core outcomes, using the exact wording at the LARC Committee website. Indicate the Literacy as well (in this case, “Humanistic”).

Indicate the alignment’s assessment status. In this example, the assessment is being actively used for Rowan Core assessment.

Indicate what’s being used for assessment, saving the details for below.

This alignment is active for Writing Intensive assessment. If some sections of the course (or some affiliated course numbers) are not Writing Intensive, this alignment would not be used for them.

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This alignment is being actively used for Program assessment, aligned to one of the program's Student Learning Outcomes (SLOs).

- *Fifth Alignment*

Course Objective Name: Self-Reflection

Course Obj. Description: Students can recognize how early modern occultism informs their own occult practices.

Program SLO: Students can critically reflect on their own occult practices.

Assessment Summary: Reflective Paper

Assessment Status: Active for Program assessment

- *Sixth Alignment*

Course Objective Name: Core Concepts of Occultism

Course Obj. Description: Students can explain key concepts and esoteric theories developed by occultists in the modern period.

Rowan Core Outcome: Humanistic: Analysis – Students can analyze (e.g., perform close readings of) texts and other artifacts.

Assessment Summary: Research Paper

Assessment Status: Inactive (not currently being assessed, but approved for Rowan Core)

This alignment is approved, but is not currently being assessed. It may return to active status at a later date.

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Syllabus Content

Instructors should include all course objectives listed above on their syllabus. They should also include the following syllabus statements, which have been customized for this course:

[start of syllabus statement]

Rowan Core (General Education)

The following students must complete the Rowan Core general education requirements: first-year students who entered Rowan Fall 2018 or later, and transfer students who entered Rowan Fall 2021 or later. All other students continue to use the previous general education requirements. Students in Rowan Core must complete course requirements in six literacies: Artistic, Communicative, Global, Humanistic, Quantitative and Scientific. History of Early Modern Occultism is a course that satisfies the Humanistic literacy. All students in this course will be assessed on the following Rowan Core learning outcomes for this literacy:

- Students can identify and explain developments in human history and thought.
- Students can apply theoretical approaches to their understanding of human experience.
- Students can find, organize and synthesize information in support of their research goals.

For details on the Rowan Core requirements, please consult your advisor or the Undergraduate Catalog (<https://sites.rowan.edu/catalogs/>).

Writing Intensive (Rowan Experience)

As part of their Rowan Experience requirements, all undergraduate students must successfully complete a Writing Intensive (WI) course. This Writing Intensive course will be assessed on the following Communicative Literacy learning outcome:

- Students can communicate in ways that are sensitive to context, audience and purpose.

[end of syllabus statement]

These statements, customized for the particulars of your course plan, should be included in the syllabus for every section of the course.

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Detailed Assessment Methods

Multiple Choice Questions

Application: Multiple choice questions are used for the First Alignment. These questions are divided into two blocks: A (1-5) and B (6-10). In a given semester, all instructors will give one block of questions (either A or B), where this block is chosen by the Faculty Liaison ahead of time. We will periodically rotate between the two blocks of questions. We are currently using Block A.

Instructions: Questions in the active block should be given to students in a closed-book exam during the second half of the course.

• Multiple Choice Questions: Block A (Active)

- Which of the following was not considered an occult science in the 16th Century?
(a) Astrology (b) Alchemy (c) Natural magic (d) Hermeneutics
- Which of the following was mistakenly considered an occult quality in the middle ages?
(a) Optic refraction (b) Magnetism (c) Spontaneous generation (d) Spontaneous combustion
- Which of the following early modern scientists also endorsed occult practices?
(a) Carl Linnaeus (b) Robert Hooke (c) Galileo Galilei (d) Isaac Newton
- What early modern worldview do occultists continue to oppose?
(a) Revolution (b) Reformation (c) Disenchantment (d) Enlightenment
- Which author coined the term “occultism”?
(a) Jean-Baptiste Richard de Randonvilliers (b) Georg Wilhelm Friedrich Hegel (c) Tycho de Brahe (d) Andrew Lloyd Webber

• Multiple Choice Questions: Block B (Inactive)

- Which 19th Century movement transformed and reinvigorated occultism?
(a) Theosophy (b) Phrenology (c) Cryptology (d) Panpsychism
- Which early modern western philosopher was most stubbornly opposed to occultism?
(a) Hobbes (b) Descartes (c) Hume (d) Kant
- Which secret society played a prominent role in the 19th Century reactions against secularism?
(a) The Golden Road to Unlimited Devotion (b) The Enigma of the Hour (c) The Piper at the Gates of Dawn (d) The Hermetic Order of the Golden Dawn
- Which legendary “master” played a prominent role in late 19th Century occultist developments?
(a) Koot Hoomi (b) Carlos Castaneda (c) Bartholomew Cubbins (d) Lúthien Tinúviel
- Which 18th Century Swedish occultist provided detailed reports of their encounters in the spiritual realm?
(a) Björn Borg (b) Emanuel Swedenborg (c) Ingrid Bergman (d) Lars Kuprik Bäckman

Under Application, indicate how the assignment or questions will be used for assessment purposes.

Under Instructions, provide any additional details to ensure consistent assessment across all sections.

Use a name for each section that refers clearly back to the Assessment Summary in the alignments (above).

Remember: the questions and assignments included in this course assessment plan must be assigned as graded work in the course. Choose assignments or questions that will work for all instructors and in all sections of the course.

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Exam Short Essay Questions

Application: E1 used for the First Alignment; E2 and E3 used for the Second Alignment.

Instructions: Each essay should be given to students in a closed-book final exam. Each essay response should be approximately two paragraphs in length.

- **Exam Question E1**

Briefly define Edward Kelley’s concept of a “shew stone” and explain the role such objects played in 16 and 17th Century occultist practices.

Student responses should be graded using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Definition	Definition is inaccurate	Definition is accurate but incomplete	Definition is accurate and complete	Definition is accurate, complete and nuanced	Used for 1 st Alignment
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 1 st Alignment

- **Exam Question E2**

Using relevant contemporary occultist sources, explain the extraordinary power of John Dee’s notorious *Monas Hieroglyphica* (depicted on the right—please don’t stare!)



Student responses will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 2 nd Alignment

- **Exam Question E3**

Using contemporary occultism, explain why the anonymous author of the *Lesser Key of Solomon* was safely able to summon spirits despite their extraordinary lack of precautions. Be sure to refer to specific details of the practices developed in this work.

Student responses will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Explanation	Explanation is inaccurate or lacks enough detail to be sufficient	Explanation is accurate but incomplete	Explanation is accurate and complete	Explanation is accurate, complete, and shows a deep understanding	Used for 2 nd Alignment

For questions or assignments being assessed with a rubric, use multiple dimensions (rows) to assess distinct aspects of student responses. Use whatever rating levels (columns) are appropriate for this assessment. (You do not have to stick with the four (from Inadequate to Excellent) listed here. But be sure to include detailed rubric descriptions (e.g., what counts as an excellent explanation) – this makes consistent assessment across sections easier.

The last column of the rubric indicates which alignment this dimension is being applied to (in this case, the 2nd Alignment).

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Occult Pamphlet Project

Application: Used for the Third alignment (Rowan Core) and the Fourth alignment (WI).
Instructions: This project should be assigned sometime during the second half of the course. Because different rubric dimensions are being used for different parts of the Rowan Core assessment, it is vital that instructors keep track of these individual rubric dimension scores.

This is a multi-stage writing project. The goal is to create a period-appropriate pamphlet aiming to convince early modern citizens to join your chosen occult practice. In the first phase, students do primary and secondary research on the early modern occult pamphlet tradition. Based on this research, they will prepare an **annotated bibliography**, which will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Choice of sources	There are either no sources or the sources included would not be persuasive to a early modern audience	Few sources would be persuasive to a early modern audience	Sources are adequately numerous and sufficiently persuasive to a early modern audience	Sources are both numerous and appropriately persuasive for an early modern audience	Sources are expertly selected and highly persuasive to an early modern audience	Used for 3rd Alignment
Synthesis of Information	Information is either insufficient or incoherent	Information is sufficient but is not well integrated	Information is sufficient and coherent	Information is sufficient and forms a persuasive argument	Information is curated and delivered well to present a highly persuasive argument	Used for 3rd Alignment
Use of Citations	Most citations are missing, inaccurate, or incorrectly formatted	Some citations are missing, inaccurate, or incorrectly formatted	Few citations are missing, inaccurate, or incorrectly formatted	All citations are present, accurate, and most are formatted correctly	All citations are present, accurate, and formatted correctly	Used for program assessment

In the second phase, students will create their own historically-accurate occult pamphlet. They will submit an initial draft, which will then be discussed in student peer review sessions. The revised, **final pamphlet** will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Pamphlet Design	An early modern citizen in debtors prison with only this pamphlet to read wouldn't pick it up	An early modern citizen in debtors prison with only this to read might skim it	An early modern citizen in debtors prison with only this to read would do so. Once.	An early modern citizen in debtors prison with only this to read would do so regularly	An early modern citizen in debtors prison with only this to read would treat it like a talisman	Used for 4 th Alignment
Historical Accuracy	Content and language contain many historical inaccuracies	Content and language contain some historical inaccuracies	Content and language contain few historical inaccuracies	Content and language contain no historical inaccuracies	Content and language is indistinguishable from the period	Used for 3 rd Alignment
Writing Context	Writing is offensive to intended audience	Writing is not persuasive but not offensive	Writing is minimally persuasive	Writing is somewhat persuasive	Writing is persuasive to intended audience	Used for 4 th Alignment

Notice: this Pamphlet project is being used for multiple assessment purposes. Certain dimensions of the *Annotated Bibliography* rubric are used for Rowan Core and Program assessment. Likewise, certain dimensions of the *Final Pamphlet* rubric are used for Rowan Core and Writing-Intensive assessment. Using a single assignment for two or more assessment purposes in this way can decrease the burden for faculty.

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Reflective Paper

Application: Used for the Fifth alignment (program assessment).

Instructions: This assignment should be given to students at or very near the end of the semester.

Students will write a short paper (approx. 3-5 double-spaced pages) reflecting on how their reading and discussion of early modern occultism has impacted their own esoteric practices. This paper will be assessed using the following rubric:

Category	Inadequate	Adequate	Good	Excellent	Application
Thoughtfulness of Reflections	Shows no awareness of the inner path to occult knowledge	Has gazed down the inner path but whether out of awe or indifference has not proceeded	Has spent time walking the inner path	Has made the journey of the inner path a Life's work	Used for 5 th Alignment
Writing Quality	Writing is unintentionally convoluted or abstruse	Writing is somewhat clear	Writing is clear	Writing is clear or successfully convoluted or abstruse	Used for grade, not program assessment

Research Paper (inactive)

Application: Not currently being assessed; would be used for the Sixth alignment.

Instructions: This assignment should be given to students in the second half of the course.

Students will write a detailed research paper (approx. 10 pages) on a prominent work of early modern occultism (e.g., Giordano Bruno's 1584 *Expulsion of the Triumphant Beast*). The paper can be interpretive or evaluative in its focus, but it should have a clear, well-defended thesis.) The paper will be assessed using the following rubric:

Category	Inadequate	Needs Improvement	Adequate	Good	Excellent	Application
Thesis	Thesis is not discernable	Thesis is lacking in clarity, definition, ambition, or defensibility	Thesis is somewhat lacking in clarity, definition, ambition, or defensibility	Thesis is clear and well-defined though marginally ambitious or defensible	Thesis is clear and well-defined while being ambitious but defensible	Used for 6 th Alignment
Interpretation	Interpretation is missing	Interpretation is lacking or too clever by half	Interpretation has only minor flaws	Interpretation is sound	Interpretation is in-sight-ful	Used for 6 th Alignment
Use of Citations	Most citations are missing, inaccurate, or incorrectly formatted	Some citations are missing, inaccurate, or incorrectly formatted	Few citations are missing, inaccurate, or incorrectly formatted	All citations are present, accurate, and most are formatted correctly	All citations are present, accurate, and formatted correctly	Used for grade, but not assessment
Writing Quality	Writing is unintentionally convoluted or abstruse	Writing is mostly unclear	Writing is somewhat clear	Writing is clear	Writing is clear or successfully convoluted or abstruse	Used for grade, but not assessment

This Research Paper is not currently being used for assessment. It remains listed here to indicate that it has been approved for future use by the LARC committee. This allows departments to rotate assessments over time if they wish to do so.