

## HIS 315 WITCHCRAFT AND MAGIC IN EUROPEAN HISTORY

Fall Semester 2015  
MW 2:00-3:15 PM  
Curry 204

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### REQUIRED READING FOR COURSE:

Michael D. Bailey, *Magic and Superstition in Europe* ISBN: 978-0742533875  
Brian Levack, *The Witch-Hunt in Early Modern Europe* (3<sup>rd</sup> edition) ISBN: 978-0582419018  
Alan C. Kors and Edward Peters, eds. *Witchcraft in Europe, 400-1700* (2<sup>nd</sup> edition)  
ISBN: 978-0812217513 [K&P]  
Christopher Marlowe, *Doctor Faustus* ISBN: 978-0872207295

These books are available for purchase at the UNCG Bookstore, but buying books via the internet usually results in considerable savings. They have also been placed on reserve at Jackson Library. In addition, some documents are available as hyperlinks or pdfs, as I will explain.

## COURSE SYLLABUS:

- M 8/17 Introduction to Course/  
What is Magic?  
Levack 4-12; Bailey 1-7
- W 8/19 Myth and Magic in Greco-Roman Antiquity  
Bailey 9-35
- M 8/24 Student Introductions/ Course Guidelines/  
The Trial of Suzanne Gaudry: A First Glimpse  
K&P 359-360
- W 8/26 Religion and Politics in the Roman World/  
Christian Origins  
Bailey 43-59  
**1-2 PAGE RESPONSE PAPER + 3 QUESTIONS ASSIGNED**
- M 8/31 Christianity and the Problem of Evil  
Bailey 38-42, 46-53; K&P 6-12  
from the [New Testament](#):  
<http://www.devotions.net/bible/00new.htm>  
Mark 5:1-21  
Book of Revelation  
[Note: These links take you to a table of contents. Just click on the appropriate book and chapter of the New Testament. It is fine to use your own copy of the New Testament; I have just supplied this link for the sake of convenience.]
- W 9/2 Book of Revelation: Discussion  
**1-2 PAGE RESPONSE PAPER + 3 QUESTIONS DUE**
- M 9/7 **Labor Day**
- W 9/9 Christians and Pagans in Early Medieval Europe  
Bailey 59-70; K&P 41-44  
“[Pope Gregory's Letter to the Pope](#)”  
<http://www.ccel.org/ccel/bede/history.v.i.xxix.html>
- M 9/14 Christianity and the Persistence of Paganism: the Canon Episcopi  
Bailey 70-75; K&P 60-63

- W 9/16 Heresy and Orthodoxy in High Medieval Europe  
Bailey 96-119; K&P 58-59, 78-81
- M 9/21 Heresy and Orthodoxy/The Rise of Demonology, or  
Overturning the Canon Episcopi  
Bailey 119-140; Levack 32-51  
K&P 87-90, 103-105, 169-172
- W 9/23 The Malleus Maleficarum  
Levack 51-61; K&P 176-180; 181-229  
**TAKE-HOME MIDTERM EXAM ASSIGNED**
- M 9/28 The Malleus Maleficarum: Discussion
- W 9/30 Witchcraft, the Law, and the State  
Levack 13-24, 74-103; Bailey 35-38, 110-119  
K&P 290-302
- M 10/5 The Protestant Reformation/Martin Luther and the Devil  
Levack 109-130; Bailey 193-200; K&P 259-265  
**TAKE-HOME MIDTERM EXAM DUE**
- W 10/7 Trials: Chelmsford, England  
Levack 141-165, 217-223; Bailey 166-167  
K&P 302-308
- F 10/9 **LAST DAY TO DROP CLASSES**
- M 10/12 **FALL BREAK**
- W 10/14 Spanish Netherlands  
Bailey 141-152, 162, 174-177  
K&P 359-367; 345-348
- M 10/19 Salem, Massachusetts  
Bailey 168-169  
K&P 367-370; 436-437  
Salem Trials documents; please see e-mailed pdf
- W 10/21 TBA
- M 10/26 Edinburgh, Scotland  
Levack, 65-67, 175-188; Bailey 167-168  
K&P 318-322

- W 10/28 Bamberg, Germany  
Levack 188-199; K&P 348-353  
**1-2 PAGE RESPONSE PAPER + 3 QUESTIONS ASSIGNED**
- M 11/2 Demonic Possession: Loudun, France  
Levack 184-186  
K&P 355-359  
Contemporary documents; please see e-mailed pdf
- W 11/4 Trials: Discussion  
**1-2 PAGE RESPONSE PAPER + 3 QUESTIONS DUE**
- M 11/9 The Making of the Faust Legend  
Levack 37; Bailey 114-115  
Acts 8:9-24 [see link for New Testament, 8/31]  
Christopher Marlowe, *Doctor Faustus* Act I, scene 1
- W 11/11 *Doctor Faustus*
- M 11/6 *Doctor Faustus*/Discussion: The Legend Now and Then
- W 11/18 The Decline of Magic  
Levack 61-65, 128-130, 206-213, 253-281; Bailey 170-174  
K&P 280-289, 314-317, 392-394, 402-406, 429-435
- M 11/23 The Persistence of Belief: Students' Stories  
**TAKE-HOME FINAL EXAM ASSIGNED**
- W 11/25 **THANKSGIVING BREAK**
- M 11/30 Students' Stories/The Persistence of Persecution: Future Witch Hunts?  
Levack 289-294, 299-305
- F 12/4 **TAKE-HOME FINAL EXAM DUE IN THE MAILBOX NEXT TO DR. BILINKOFF'S OFFICE (2127 MHRA) NO LATER THAN 2:00 PM.**
- STUDENTS MAY HAND IN THEIR EXAMS EARLIER IF THEY WISH.**

## GUIDELINES AND RESPONSIBILITIES

1. ATTENDANCE POLICY: I require regular attendance for this course. We cover a lot of material and one absence could mean missing out on a hundred years or more of European history! If you are not prepared to attend consistently, come on time, and stay until the end of the class period, please drop the course. Be sure to use the bathroom facilities before the class begins. If you miss more than 3 classes you may be dropped at the discretion of the instructor; if you miss 3 classes in a row you will definitely be dropped. Students who miss the first two class sessions and do not notify me will be dropped from the course so that others may add. In case of an emergency, contact the Dean of Students Office and they will contact all of your instructors: (336) 334-5514 deanofstudents@uncg.edu
2. ATTENTIVENESS POLICY: If you are not prepared to pay attention and take careful notes during class periods, please drop this course. I do not make seating assignments, but if I find that students are talking together during class or behaving in a way that distracts me or other students I will require them to change their seats. Please do not pack up your belongings until the class period has ended; this can be very distracting.
3. I do not permit laptop computers in the classroom, except in documented cases of medical need. In those cases I will require students to seat themselves so as not to distract others. Cellphones and other electronic equipment must be silenced during the class period and used **only** to access primary source documents. I **strongly advise**, however, that you print out hard copies and bring them to class when we are examining them together so that you can highlight significant words and passages and take notes. Students have found this method **extremely** helpful in assuring their success in this challenging course.
4. Please read the material specified for a given class period or periods before coming to class. It is **essential** to keep up with the syllabus. If you lose your copy, just ask me for another. Be sure to bring to class primary source materials: the collection edited by Kors and Peters, Marlowe's *Doctor Faustus*, and the documents for which there are links to the internet. We will be going over many of these materials together in class.
5. Grades will be based primarily upon several take-home assignments, which I will describe in greater detail during the course of the semester. All assignments must be word-processed, double-spaced, spell-checked, using a 12-point font and standard 1" margins. I require hard copies of assignments; I will not accept work sent as an e-mail attachment without prior arrangement. I look for correctness and clarity of exposition in written essays, as well as an understanding of course content. To me history and the

ways in which it is expressed are not two different things, but rather, intimately connected. In other words: writing counts!

I will also take attendance and class participation into account when formulating grades. Participation may be manifested in various ways: questions, comments, mental alertness, intellectual engagement with and curiosity about the material. All of these are important factors in university learning. I will formulate grades according to this rough breakdown: Midterm and Final Exams, 30% each, Response Papers, 15% each, Participation, 10%.

6. All assignments are due on the days specified in the syllabus.

**RESPONSIBILITY CLAUSE:** If for **ANY** reason you are unable to hand in an assignment on time it is **YOUR** responsibility to contact me beforehand. Alas, despite years of reading this material I have failed to develop the skill of telepathy! If I am not contacted directly or by message before the due date I will **NOT** accept late assignments. See front page of the syllabus for ways of contacting me.

7. If you do not think you will be able to abide by these guidelines, please drop the course so that someone else can take it. The last day to drop courses without academic penalty is Friday October 9.

### **LEARNING GOALS FOR HISTORY MAJORS: THINKING IN TIME**

The History faculty hopes that by the time a History major graduates he/she will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Conduct original research by investigating and interpreting primary and secondary sources. [Historical Analysis]
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation]

If you are not a History major, consider the learning goals for your own field. How do they differ and how are they the same? And for all students: What are your own personal learning goals?

