

HIS 315-01A, B WITCHCRAFT AND MAGIC IN EUROPEAN HISTORY

Fall Semester 2020

MW 2:00-3:15 pm

Mondays: 01A in Bryan 121; 01B off campus

Wednesdays: 01B in Bryan 121; 01B off campus

Instructor: Jodi Bilinkoff

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REQUIRED READING FOR COURSE:

Michael D. Bailey, *Magic and Superstition in Europe* ISBN: 978-0742533875

Available for purchase, rental, or as eBook in Jackson Library

Brian Levack, *The Witch-Hunt in Early Modern Europe* (4th ed.) ISBN: 978-1-138-80810-2

Available for purchase, rental, or as eBook in Jackson Library

Alan C. Kors and Edward Peters, eds. *Witchcraft in Europe, 400-1700* (2nd ed.)

ISBN: 978-0812217513

Available for purchase or rental; not available as eBook

Christopher Marlowe, *Doctor Faustus*, ed. David Wootton ISBN: 978-0872207295

Available for purchase, rental, or as eBook in Jackson Library

These four books are available to buy or rent at the UNCG Bookstore or by ordering them at: uncg.bncollege.com The Bookstore will send the books to you or you can arrange for curbside pick-up. Using alternative internet sites frequently results in considerable savings.

Primary source documents are available as hyperlinks on the syllabus or as pdfs in Canvas.

COURSE SYLLABUS:

- W 8/19 Welcome to the Course
What is Magic?
Levack 1-12; Bailey 1-7
- M 8/24 Myth and Magic in Greco-Roman Antiquity
Bailey 9-35

LAST DAY TO ADD COURSES

- W 8/26 Course Guidelines
The Trial of Suzanne Gaudry: A First Glimpse
Kors and Peters [hereafter, K&P] 359-360 (link below)
<http://www.wright.edu/~christopher.oldstone-moore/Trial%20of%20Suzanne%20Gaudry.pdf>
Students' Introductions: Section 01B
- M 8/31 Religion and Politics in the Roman World; Christian Origins
Bailey 43-59
Students' Introductions: Section 01A
- W 9/2 Christianity and the Problem of Evil
Bailey 38-42, 46-53; K&P 6-12
from the New Testament:
<https://www.biblegateway.com/passage/?search=Matthew+1&version=NIV>
Mark 5:1-21; Matthew 4:1-11
The Book of Revelation (or, The Apocalypse) complete
[Note: These links take you to Matthew 1:1. Just click on the
"Bible Book List" and then 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.]

RESPONSE PAPER 1 PLUS 3 DISCUSSION QUESTIONS ASSIGNED

**3 DISCUSSION QUESTIONS TO BE EMAILED TO DR. BILINKOFF NO LATER THAN
11:59 PM MONDAY 9/7**

- M 9/7 **LABOR DAY, NO CLASSES**

W 9/9 Book of Revelation: Questions, Themes, Topics Relevant to Course

M 9/14 Christians and Pagans in Early Medieval Europe
Bailey 59-70; K&P 41-44
“Pope Gregory's Letter to Mellitus” (link below)
<https://www.ccel.org/ccel/bede/history.v.i.xxix.htm>

RESPONSE PAPER 1 DUE; ALL STUDENTS TO SEND EMAIL ATTACHMENTS TO DR. BILINKOFF NO LATER THAN 11:59 PM

W 9/16 Christianity and the Persistence of Paganism: the Canon Episcopi
Bailey 70-75; K&P 60-63 (link below)
<http://www.personal.utulsa.edu/~marc-carlson/witch/canon.html>

EXERCISE 1 BEGUN DURING CLASS PERIOD

M 9/21 Heresy and the Formation of a Persecuting Society
Bailey 96-119

EXERCISE 1 (COMPLETED) DUE; TURN IN METHOD TBA

W 9/23 Demonizing Heretics: the “Heretics of Rheims”
K&P 78-81 (link below)
<https://pages.uoregon.edu/dluebke/Witches442/Coggeshall.pdf>

EXERCISE 2 BEGUN DURING CLASS PERIOD

M 9/28 Demonology in Late Medieval Europe or,
Overturning the Canon Episcopi
Bailey 119-140; Levack 27-41; 181-229
K&P 87-90, 103-105 (e-book link to text by Thomas Aquinas below, pp.175-176);
K&P 169-72 (Canvas, Nicholas Jacquier)
<https://oxford-universitypressscholarship-com.libproxy.uncg.edu/view/10.1093/oso/9780190069520.001.0001/oso-9780190069520-chapter-5>

W 9/30 The Malleus Maleficarum: An Overview
Levack 41-5; K&P 176-180 (e-book link below), more pages TBA
<https://uncg.on.worldcat.org/oclc/560474121> (Click ‘View eBook’ to access
papal bull “Summis desiderantes affectibus”)

EXERCISE 2 (COMPLETED) DUE; TURN IN METHOD TBA

- M 10/5 The Protestant Reformation
Martin Luther and the Devil
Levack 100-118; Bailey 193-200
K&P 259-60; Luther, Commentary on Galatians (Canvas)
- W 10/7 State-Building and the Law; Jean Bodin
Levack 68-95; Bailey 35-38, 110-119
K&P 290-302 (Canvas)
- F 10/9 **LAST DAY TO DROP CLASSES**
- M 10/12 Trials: Chelmsford, England
Levack 122-151, 198-202; Bailey 166-167
K&P 302-308 (link below)
<https://history.hanover.edu/courses/excerpts/260chelm.html>
- W 10/14 Chelmsford, England
K&P 302-308 (link below)
<https://history.hanover.edu/courses/excerpts/260chelm.html>
- M 10/19 Spanish Netherlands (Belgium): Suzanne Gaudry
Levack 159-71, 195-6; Bailey 141-52, 162, 174-77
K&P 359-67 (link below)
<http://www.wright.edu/~christopher.oldstone-moore/Trial%20of%20Suzanne%20Gaudry.pdf>
- W 10/21 Spanish Netherlands: Marie Cornu
Levack 159-71, 195-96; Bailey 141-52, 162, 174-77
K&P 345-348 (Canvas)
- M 10/26 Edinburgh: Newes from Scotland
Levack, 171-175, 198-202; Bailey 167-168
K&P 318-322 (e-book link below)
<https://uncg.on.worldcat.org/oclc/606514874> (Click 'View eBook')
- W 10/28 Bamberg, Germany: Johannes Junius
Levack 184-195; K&P 348-353 (link below)
<https://history.hanover.edu/courses/excerpts/244bamb.html>

RESPONSE PAPER 2 ASSIGNED

- M 11/2 Demonic Possession: Loudun, France
Levack 197-198, 237-240
K&P 355-359; (Canvas)

- W 11/4 Demonic Possession: Salem, Massachusetts
Levack 202-203, 221-223, [204-221, for other parts of Europe]
Bailey 168-169; K&P 367-370; 436-437
(Canvas)

**RESPONSE PAPER 2 DUE; ALL STUDENTS SEND ATTACHMENTS TO
DR. BILINKOFF NO LATER THAN 11:59 PM**

- M 11/9 The Making of the Faust Legend
Levack 33-37; Bailey 114-115
Acts 8:9-24 [see link for New Testament, 9/2]
Christopher Marlowe, *Doctor Faustus*, Prologue, Act I, scene i

- W 11/11 *Doctor Faustus*, Act I, scene iii, Act II, scenes i-ii

**EXERCISE 3 ASSIGNED; RESPONSES TO BE EMAILED TO DR. BILINKOFF NO
LATER THAN 11:59 PM SATURDAY 11/14.**

- M 11/16 *Doctor Faustus*, [Acts III-IV], Act V, scenes i-ii, Chorus
The Legend Now and Then

- W 11/18 The Decline of Magic
Levack 56-62, 175-181, 230-256; Bailey 170-174
Brief excerpts from the following writers: Johann Weyer, Cornelius Loos (Trier),
Reginald Scot, Michel de Montaigne, Friedrich Spee, and Balthasar Bekker, and
the Recantation of the Salem Jurors
K&P 280-289 (Canvas), 314-317 (link below), 395-401 (Canvas), 402-406 (link
below), 425-428 (e-book link below), 429-435, 436-437 (Canvas)
<https://history.hanover.edu/courses/excerpts/244trier.html>
<http://aftermontaigne.org/montaigne/of-cripples/>
<https://uncg.on.worldcat.org/oclc/823729274> (Click 'View eBook')

TAKE-HOME FINAL EXAM ASSIGNED

- M 11/23 Persistence of Belief, Potential for Persecution
Students' Stories; Future Witch Hunts?
Levack 262-276

- M 11/30 **TAKE-HOME FINAL EXAM DUE; ALL STUDENTS SEND ATTACHMENTS TO
DR. BILINKOFF NO LATER THAN 11:59 PM**

STUDENTS MAY HAND IN THEIR EXAMS EARLIER IF THEY WISH.

GUIDELINES AND RESPONSIBILITIES

1. In order to ensure the health and safety of everyone in our community, you must follow University guidelines by wearing a mask and keeping an appropriate distance from others while in the classroom. Please view the brief video and informative UNCG COVID-19 Website on the Canvas Dashboard for this and all classes.
2. ATTENDANCE POLICY: I **highly recommend** 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, start on time, and stay until the end of the class period, please drop the course. If you miss more than 3 classes, I will reach out to you and we will discuss whether it is better for you to stay enrolled in the course or to drop it. If you experience a personal or family emergency, contact the Dean of Students Office and they will contact all your instructors:
(336) 334-5514 deanofstudents@uncg.edu
3. ATTENTIVENESS POLICY: Be prepared to pay attention and take careful notes during class periods. After the drop/add period is over I will be making seating charts and asking students to sit in their assigned seats each time; this is a mandatory policy for the purpose of tracing in case someone should test positive for COVID-19. On the days you are in the classroom, please do not pack up your belongings until the class period has ended; this can be very distracting. Make every effort to use the restroom facilities before the class period begins.
4. I do not permit the use of laptops in the classroom except for accessing primary source documents or in instances of documented need. Cellphones must be silenced during the class period, placed on students' desks, and used only to access primary source documents or at the instructor's request. I **strongly** advise students to bring books and/or hard copies of documents to class with them, so that they can underline or highlight significant passages and take notes. Students have found this method **extremely** helpful in assuring their success in this challenging course.
5. 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 copy or access one on Canvas. We will be going over primary source materials together in class; these may be found in the Kors and Peters sourcebook, on hyperlinks included on the syllabus, or in pdfs in Canvas.
6. Grades will be based primarily upon a series of take-home assignments, which I will describe in greater detail during the semester. All assignments must be word-processed, double-spaced, spell-checked, using a 12-point font and standard 1" margins. I look for correctness and clarity of exposition in written assignments, 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 also take regular 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: 2 Response Papers, 15% each=30%; 3 Exercises, 10% each=30%; Take-Home Final Exam=30%; Participation=10%

7. 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 so we can make alternative arrangements. 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 the front page of the syllabus for ways of contacting me.
8. 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 this semester 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]

HIS 315 focuses on LGs 1 and 2 and the assignments are designed to gauge students' engagement with them.

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?

