

**HIS 315-01 WITCHCRAFT AND MAGIC IN EUROPEAN HISTORY:
BELIEF, PERSECUTION, AND PROSECUTION**

Fall Semester 2022
Mondays and Wednesdays 2:00-3:15 pm
Bryan 114

Instructor: Jodi Bilinkoff
Office: MHRA 2127
Office Hours: Mondays and Wednesdays 3:30-4:30 pm and by appointment
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REQUIRED READING FOR COURSE:

Michael D. Bailey, *Magic and Superstition in Europe* ISBN: 978-0742533875
Available for purchase or rental; not available as an 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 an 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 an eBook

Christopher Marlowe, *Doctor Faustus*, ed. David Wootton ISBN: 978-0872207295
Available for purchase, rental, or as an eBook in Jackson Library

These four books are available to purchase or rent from the UNCG Bookstore, however, using the internet frequently results in considerable savings.

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

COURSE SYLLABUS:

- W 8/17 Welcome to the Course
What is Magic?
Levack 1-12; Bailey 1-7
- M 8/22 Myth and Magic in Greco-Roman Antiquity
Bailey 9-35

END OF DROP/ADD PERIOD

- W 8/24 Students' Introductions
Course Guidelines
The Trial of Suzanne Gaudry: A First Glimpse
Kors and Peters [hereafter, K&P] 359-360 (or pdf on Canvas)
- M 8/29 Religion and Politics in the Roman World
Christian Origins
Bailey 43-59

RESPONSE PAPER PLUS 3 DISCUSSION QUESTIONS ASSIGNED

- W 8/31 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.]
- M 9/5 **LABOR DAY**
- W 9/7 Book of Revelation: Questions, Themes, Relevance to Course

- M 9/12 Christians and Pagans in Early Medieval Europe
Bailey 59-70; K&P 41-44
"Pope Gregory's Letter to Mellitus" (see pdf on Canvas)

**RESPONSE PAPER PLUS 3 DISCUSSION QUESTIONS DUE NO LATER
THEN 11:59 PM. E-MAIL DIRECTLY TO DR. BILINKOFF AS A WORD FILE OR
PDF, DO NOT SEND VIA CANVAS**

- W 9/14 Christianity and the Persistence of Paganism: the Canon Episcopi
Bailey 70-75; K&P 60-63 (or pdf on Canvas)
- M 9/19 Heresy and the Formation of a Persecuting Society
Bailey 96-119
- W 9/21 Demonizing Heretics: the "Heretics of Rheims"
K&P 78-81 (or pdf on Canvas)
- M 9/26 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);
169-72. Document by Jacquier also pdf on Canvas)
[https://oxford-universitypressscholarship-
com.libproxy.uncg.edu/view/10.1093/oso/9780190069520.001.0001/oso-
9780190069520-chapter-5](https://oxford-universitypressscholarship-com.libproxy.uncg.edu/view/10.1093/oso/9780190069520.001.0001/oso-9780190069520-chapter-5)

TAKE HOME MIDTERM EXAM ASSIGNED

- W 9/28 Malleus Maleficarum: Establishing Authority, Major Themes
Levack 41-5; K&P 176-180, 181-204, 205-219 (e-book link below),
<https://uncg.on.worldcat.org/oclc/560474121> (Click on Access Online
to see the papal bull "Summis desiderantes affectibus")

BOOK REPORTS ASSIGNED (DUE MONDAY 11/7)

- M 10/3 The Protestant Reformation; Martin Luther and the Devil
Levack 100-118; Bailey 193-200
K&P 259-60; Luther's Commentary on Galatians (see pdf on Canvas)

**TAKE HOME MIDTERM EXAM DUE NO LATER THAN 11:59 PM.
E-MAIL DIRECTLY TO DR. BILINKOFF AS A WORD FILE OR PDF,
DO NOT SEND VIA CANVAS.**

W 10/5 State-Building and the Law
Jean Bodin
Levack 68-95; Bailey 35-38, 110-119
K&P 290-302 (or pdf on Canvas)

F 10/7 **LAST DAY TO DROP COURSES**

M 10/10 **FALL BREAK**

W 10/12 Trials: Chelmsford, England
Levack 122-151, 198-202; Bailey 166-67
K&P 302-308 (or pdf on Canvas)

M 10/17 Chelmsford, England
K&P 302-308 (or pdf on Canvas)

W 10/19 Spanish Netherlands (Belgium)
Suzanne Gaudry
Levack 159-71, 195-96; Bailey 141-52, 162, 174-77
K&P 359-67 (or pdf on Canvas)

**STUDENTS MUST INFORM DR. BILINKOFF OF THE BOOK THEY HAVE
CHOSEN FOR THEIR BOOK REPORTS (DUE MONDAY 11/7).**

M 10/24 Students in Group I: Workshop at Special Collections, Jackson Library
Students in Group II: Time to work on their book reports

W 10/26 Students in Group II: Workshop at Special Collections, Jackson Library
Students in Group I: Time to work on their book reports

M 10/31 Spanish Netherlands (Belgium)
Marie Cornu
Levack 159-71, 195-96; Bailey 141-52, 162, 174-77
K&P 345-48 (or pdf on Canvas)

W 11/2 Scotland: Witch-Hunting under James VI
Newes from Scotland
Levack, 171-75, 198-202; Bailey 167-68
K&P 318-22 (e-book link below)
<https://uncg.on.worldcat.org/oclc/606514874> (Click on View eBook)

M 11/7 Witch-Hunting in Germany: Bamberg
Levack 184-195; K&P 348-353 (or pdf on Canvas)

**BOOK REPORTS DUE NO LATER THAN 11:59 PM. EMAIL DIRECTLY TO
DR. BILINKOFF AS A WORD FILE OR PDF. DO NOT SEND VIA CANVAS.**

W 11/9 Demonic Possession: Loudun, France
Levack 197-198, 237-240
K&P 355-359; (see pdf on Canvas)

M 11/14 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 (see pdf on Canvas)

W 11/16 The Making of the Faust Legend
Levack 33-37; Bailey 114-115
Acts 8:9-24 [for link to New Testament see syllabus entry for 8/31]
Christopher Marlowe, *Doctor Faustus*, Prologue, Act I, scene i

M 11/21 *Doctor Faustus*, Act I, scene iii, Act II, scenes i-ii

W 11/23 **THANKSGIVING**

M 11/28 *Doctor Faustus*, [Acts III-IV], Act V, scenes i-ii, Chorus
The Legend Now and Then

TAKE-HOME FINAL ASSIGNED

W 11/30 The Decline of the Witch Hunt
Levack 56-62, 175-181, 230-256; Bailey 170-174
Excerpts from the following writers: Johann Weyer, Cornelius Loos (cases from Trier), Reginald Scot, Michel de Montaigne, Friedrich Spee, and Balthasar Bekker
K&P 280-289, 314-317, 395-401, 402-406, 425-428, 429-435 (or see pdfs on Canvas for Trier and Montaigne); for Spee, use eBook link below
<https://uncg.on.worldcat.org/oclc/823729274> (Click on Access Online)

T 12/6 **TAKE-HOME FINAL EXAM DUE NO LATER THAN 11:59 PM.
E-MAIL DIRECTLY TO DR. BILINKOFF AS WORD FILE OR PDF.
DO NOT SEND VIA CANVAS.
STUDENTS MAY SEND THEIR EXAMS EARLIER IF THEY WISH.**

GUIDELINES AND RESPONSIBILITIES

1. **COVID PROTOCOLS:** Vaccination is the single most effective tool there is for fighting the spread of this highly contagious disease. **If you have not yet been vaccinated, UNCG strongly recommends that you to do so.** You can get vaccinated for free at Student Health Services, right on campus, or at many locations in the community. The same is true of booster shots. While face-coverings are optional in most areas on campus, **individuals are highly encouraged to wear masks while indoors.** For more information and many helpful links see: <https://covid.uncg.edu>
2. **ATTENDANCE POLICY:** I expect 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 have a compelling reason for missing a class, please let me know ahead of time or notify me by email. If you develop symptoms of Covid-19, test positive, or come into close contact with someone who has tested positive, stay home from class and follow the directions given by your health care provider and on <https://covid.uncg.edu>. Such cases will be treated as excused absences. If you are not prepared to attend consistently, come on time, and stay until the end of the class period, please drop the course. If you accrue more than 3 unexcused absences, you may be dropped at the discretion of the instructor. 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 inform all your instructors: (336) 334-5514 deanofstudents@uncg.edu
3. **ATTENTIVENESS POLICY:** If you are not prepared to pay attention and take careful notes during class periods, please drop this course. Do not pack up your belongings until the class period has ended; this can be very distracting. Make every effort to use the washroom facilities before the class period begins. I communicate with classes or individual students by email therefore **it is essential that you check your UNCG email at least once a day.**
4. **ELECTRONIC DEVICES:** Cellphones must be silenced during the class period and placed on students' desks. Students may use laptops or phones but only to access materials on Canvas. An Honor System is in effect! **Texting during class is extremely rude and demonstrates disrespect for one's classmates and instructors.**
5. The History Department is unable to provide photocopies for students due to budget constraints. For this reason, I will be using Canvas to project handouts, primary source

documents, and supplementary materials such as maps onto the screens during class periods. However, I **strongly suggest** that you download and print out the course handouts. That way you can underline or highlight significant passages, take notes, and keep them together in a folder or binder. Students have found this method **extremely helpful** in assuring their success in this challenging course.

6. 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, which is posted on Canvas and also available at: his.uncg.edu/courses.html We will be going over these materials together in class.
7. 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 students' written work, as well as a demonstration of comprehension 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 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: Response Paper= 20%, Take-Home Midterm Exam=20%, Book Report=25%, Take-Home Final Exam=25%, Participation=10%. By submitting an assignment, each student is acknowledging their understanding and commitment to **UNCG'S Academic Honor Policy** on all work for the course, for which see: <https://osrr.uncg/academic-integrity/>
8. **RESPONSIBILITY CLAUSE:** If for **ANY** reason you are unable to send in an assignment on time it is **YOUR** responsibility to contact me beforehand so we can make alternative arrangements. Alas, despite years of teaching this course 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.
9. If you do not think you will be able to abide by these guidelines, please drop the course. The last day to drop courses without academic penalty this semester is Friday October 7.

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 all assignments are designed to gauge students' engagement with them.

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