

## HIS 315 WITCHCRAFT AND MAGIC IN EUROPEAN HISTORY

Spring Semester 2014  
Tuesdays and Thursdays 2:00-3:15 PM  
SOEB 110

Instructor: Jodi Bilinkoff  
Office: 2127 MHRA  
Office Hours: Tues, Thurs 10-10:45 AM and by appointment

### CONTACT INFORMATION:

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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. Internet purchases often result in considerable savings. The books have also been placed on reserve at Jackson Library. Selected readings are available via e-reserves.

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|----|------|---------------------------------------------------------------------------------------------------------------------------------|
| T  | 1/14 | Introduction to Course<br>What is Magic?<br>Levack 4-12; Bailey 1-7                                                             |
| Th | 1/16 | Myth and Magic in Greco-Roman Antiquity<br>Bailey 9-35                                                                          |
| T  | 1/21 | Student Introductions, Course Guidelines<br>The Trial of Suzanne Gaudry: A Glimpse<br>K&P 359-360                               |
| Th | 1/23 | Religion and Politics in the Roman World<br>Christian Origins<br>Bailey 43-59<br>1-2 PAGE RESPONSE PAPER + 3 QUESTIONS ASSIGNED |

- T 1/28 Christianity and the Problem of Evil  
Bailey 38-42, 46-53; K&P 6-12  
from the New Testament: Mark 5:1-21 (e-reserves)  
Book of Revelation (e-reserves)
- Th 1/30 Book of Revelation: Discussion  
1-2 PAGE RESPONSE PAPER + 3 QUESTIONS DUE
- T 2/4 Christians and Pagans in Early Medieval Europe  
Bailey 59-70; K&P 41-44  
"Pope Gregory's Letter to Mellitus" (e-reserves)
- Th 2/6 Christians and Pagans: the Canon Episcopi  
Bailey 70-75; K&P 60-63
- T 2/11 TBA
- Th 2/13 Heresy and Orthodoxy in High Medieval Europe  
Bailey 96-119; K&P 58-59, 78-81
- T 2/18 The Rise of Demonology: Overturning the Canon Episcopi  
Bailey 119-140; Levack 32-51  
K&P 87-90, 103-105, 169-172
- Th 2/20 The Malleus Maleficarum  
Levack 51-61; K&P 176-180; 181-229
- T 2/25 The Malleus Maleficarum: Discussion  
TAKE-HOME MIDTERM EXAM ASSIGNED
- Th 2/27 The Reformation  
Levack 109-120; Bailey 193-200; K&P 259-260
- T 3/4 Martin Luther and the Devil  
Levack 120-130; K&P 261-265
- Th 3/6 Witchcraft, the Law, and the State  
Levack 13-24, 74-103; Bailey 35-38, 110-119  
K&P 290-302  
TAKE-HOME MIDTERM DUE
- F 3/7 LAST DAY TO DROP CLASSES

T 3/11-Th 3/13 SPRING BREAK

- T 3/18 Trials: Chelmsford, England  
Levack 141-165, 217-223; Bailey 166-167  
K&P 302-308
- Th 3/20 Spanish Netherlands  
Bailey 141-152, 162, 174-177  
K&P 359-367; 345-348
- T 3/25 Edinburgh, Scotland  
Levack, 65-67, 175-188; Bailey 167-168  
K&P 318-322
- Th 3/27 Bamberg, Germany  
Levack 188-199; K&P 348-353  
1-2 PAGE RESPONSE PAPER + 3 QUESTIONS ASSIGNED
- T 4/1 Demonic Possession: Loudun, France and Salem, Massachusetts  
Levack 184-186; Bailey 168-169  
K&P 355-359; 367-370; 436-437  
"The Possessions at Loudun, 1634" (e-reserves)  
"The Salem Witch Trials, 1692" (e-reserves)
- Th 4/3 Trials: Discussion  
1-2 PAGE RESPONSE PAPER + 3 QUESTIONS DUE
- T 4/8 The Making of the Faust Legend  
Levack 37; Bailey 114-115  
Acts 8:9-25 (e-reserves)  
"Of the Knight Henry" (e-reserves)  
Russell 55-58 (e-reserves)  
Christopher Marlowe, *Doctor Faustus* Act I, scene 1
- Th 4/10 *Doctor Faustus*
- T 4/15 *Doctor Faustus*  
The Legend Now and Then: Discussion
- Th 4/17 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

T 4/22 The Persistence of Belief: Students' Stories  
TAKE-HOME FINAL EXAM ASSIGNED

Th 4/24 Students' Stories (cont.)  
The Persistence of Persecution: Future Witch Hunts?  
Levack 289-294, 299-305

FRIDAY 5/2 TAKE-HOME FINAL EXAM DUE IN THE MAILBOX NEXT TO DR. BILINKOFF'S OFFICE  
DOOR (2127 MHRA) **NO LATER THAN 2:00 PM.** YOU MAY HAND IT IN EARLIER IF YOU 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. 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.
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 the other students I will require them to change their seats. I do not allow 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 turned off and placed out of sight during the class period. If I catch a student texting during class I may deduct points off his or her next written assignment.
3. 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. Please let me know if you misplace your syllabus and I will be happy to supply you with another copy. Course syllabi are also available at the History Department website: <http://www.uncg.edu/his>
4. Please bring to class the book(s) and other readings designated for that day. This is particularly important in the case of primary source material such as the Kors and Peters sourcebook and *Doctor Faustus*, for we will be examining the texts 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 and use a 12-point font and standard 1" margins. You must hand in a hard copy; 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. I will

formulate grades according to the following rough formula: Midterm and Final Exams, 30% each, Response Papers, 15% each, Participation, 10%.

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.

6. 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 March 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]

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?

"You cannot teach a person anything, you can only help him [her] to find it in him [her] self."

Galileo Galilei

