

HIS 315 WITCHCRAFT AND MAGIC IN EUROPEAN HISTORY

Spring Semester 2020
Tuesday, Thursday 11:00 am-12:15 pm
School of Education Building 224

Instructor: Jodi Bilinkoff
Office: MHRA 2127
Office Hours: T, Th 12:30-1:45 pm, occasional Fridays (TBA), and by appointment
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Please e-mail Dr. Bilinkoff or Ms Robbins directly; do **NOT** use Canvas for this purpose.

REQUIRED READING FOR COURSE:

Michael D. Bailey, *Magic and Superstition in Europe* ISBN: 978-0742533875
On 2-hour loan at Jackson Library, not available as eBook

Brian Levack, *The Witch-Hunt in Early Modern Europe* (4th ed.) ISBN: 978-1-138-80810-2
On 2-hour loan at Jackson Library, eBook available for 3 users at a time

Alan C. Kors and Edward Peters, eds. *Witchcraft in Europe, 400-1700* (2nd ed.)
ISBN: 978-0812217513
On 2-hour loan at Jackson Library, not available as eBook

Christopher Marlowe, *Doctor Faustus* ISBN: 978-0872207295
On 2-hour loan at Jackson Library, plus many copies in the library's collection and online; be sure to use a version that numbers the acts, scenes, and lines of the play

These four books are available for purchase and rental at the UNCG Bookstore; the ones by Bailey and Levack are available to rent as eBooks as well as print copies. Purchasing or renting books via the internet frequently results in considerable savings.

Some supplementary documents are available as hyperlinks or pdfs.

COURSE SYLLABUS:

- T 1/14 Introduction to Course
What is Magic?
Levack 1-12; Bailey 1-7
- Th 1/16 Myth and Magic in Greco-Roman Antiquity
Bailey 9-35
- T 1/21 Students' Introductions
Course Guidelines
The Trial of Suzanne Gaudry: A First Glimpse
Kors and Peters [hereafter, K&P] 359-360
- Th 1/23 Religion and Politics in the Roman World
Christian Origins
Bailey 43-59
- T 1/28 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

- Th 1/30 Book of Revelation: Discussion

3 DISCUSSION 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](#)"
<https://www.ccel.org/ccel/bede/history.v.i.xxix.htm>

RESPONSE PAPER 1 DUE

Th 2/6 Christianity and the Persistence of Paganism: the Canon Episcopi
Bailey 70-75; K&P 60-63

EXERCISE 1 BEGUN DURING CLASS PERIOD

T 2/11 Heresy and the Formation of a Persecuting Society
Bailey 96-119; K&P 58-59

EXERCISE 1 (COMPLETED) DUE

Th 2/13 Demonizing Heretics
K&P 78-81

EXERCISE 2 BEGUN DURING CLASS PERIOD

T 2/18 Demonology in Late Medieval Europe or,
Overturning the Canon Episcopi
Bailey 119-140; Levack 27-41; 181-229
K&P 87-90, 103-105, 169-172

Th 2/20 The Malleus Maleficarum: An Introduction
Levack 41-5; K&P 176-180, more pages to be assigned

T 2/25 The Malleus Maleficarum: Discussion

EXERCISE 2 (COMPLETED) DUE

Th 2/27 The Protestant Reformation
Martin Luther and the Devil
Levack 100-118; Bailey 193-200
K&P 259-60; Document TBA

T 3/3-Th 3/5 **SPRING BREAK, NO CLASSES**

M 3/9 **LAST DAY TO DROP CLASSES**

T 3/10 State-Building and the Law
Levack 68-95; Bailey 35-38, 110-119
K&P 290-302

Th 3/12 Trials: Chelmsford, England
Levack 122-151, 198-202; Bailey 166-167
K&P 302-308

- T 3/17 Chelmsford, England
K&P 302-308
- Th 3/19 Spanish Netherlands (Belgium): Suzanne Gaudry
Levack 159-71, 195-6; Bailey 141-52, 162, 174-77
K&P 359-67
- T 3/24 Spanish Netherlands: Marie Cornu
Levack 159-71, 195-96; Bailey 141-52, 162, 174-77
K&P 345-348
- Th 3/26 Edinburgh, Scotland
Levack, 171-175, 198-202; Bailey 167-168
K&P 318-322
- T 3/31 Bamberg, Germany
Levack 184-195; K&P 348-353
- Th 4/2 Demonic Possession: Loudun, France
Levack 197-198, 237-240
K&P 355-359
supplementary document, pdf emailed to students and
available on Canvas

RESPONSE PAPER 2 PLUS 3 DISCUSSION QUESTIONS ASSIGNED

- T 4/7 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
supplementary document, pdf emailed to students and
available on Canvas.
- Th 4/9 Trials: Discussion

3 DISCUSSION QUESTIONS DUE

- T 4/14 The Making of the Faust Legend
Levack 33-37; Bailey 114-115
Acts 8:9-24 [see link for New Testament, 1/28]
Christopher Marlowe, *Doctor Faustus*, Prologue, Act I, scene i

RESPONSE PAPER 2 DUE

Th 4/16 *Doctor Faustus*, Act I, scene iii, Act II, scenes i-ii

EXERCISE 3 ASSIGNED

T 4/21 *Doctor Faustus*, [Acts III-IV], Act V, scenes i-ii, Chorus
The Legend Now and Then

EXERCISE 3 DUE

Th 4/23 The Decline of Magic
Levack 56-62, 175-181, 230-256; Bailey 170-174
K&P 280-289, 314-317, 392-394, 402-406, 429-435

TAKE-HOME FINAL EXAM ASSIGNED

T 4/28 Persistence of Belief, Potential for Persecution
Students' Stories
Future Witch Hunts?
Levack 262-276

**FRIDAY MAY 1 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. 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. Make every effort to use the facilities before the class period begins.
3. I do not permit laptop computers in the classroom, except in cases of special need. In those cases, I will require students to seat themselves so as not to distract others. Cellphones must be silenced during the class period, placed on students' desks, and used only at the instructor's request. I **strongly** advise students to bring books and 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.
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 for another or check on Canvas. 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 or pdfs. We will be going over these materials together in class.
5. 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 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 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 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%

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 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 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 this semester is Monday March 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.

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?

