

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

Spring Semester 2022
Tuesday, Thursday 11:00 am-12:15 pm
MHRA 1215

Instructor: Jodi Bilinkoff
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Office Hours: Tuesday, Thursday 3:30-4:45 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 at the UNCG Bookstore, however, using the internet frequently results in considerable savings.

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

COURSE SYLLABUS:

- T 1/11 Welcome to the Course
What is Magic?
Levack 1-12; Bailey 1-7
- Th 1/13 Myth and Magic in Greco-Roman Antiquity
Bailey 9-35
- F 1/14 **END OF DROP/ADD PERIOD**
- T 1/18 Students' Introductions
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>
- Th 1/20 Religion and Politics in the Roman World
Christian Origins
Bailey 43-59

RESPONSE PAPER PLUS 3 DISCUSSION QUESTIONS ASSIGNED

- T 1/25 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.]
- Th 1/27 Book of Revelation: Questions, Themes, Relevance to Course

**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**

- T 2/1 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>
- Th 2/3 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>
- T 2/8 Heresy and the Formation of a Persecuting Society
Bailey 96-119
- Th 2/10 Demonizing Heretics: the “Heretics of Rheims”
K&P 78-81 (link below)
<https://pages.uoregon.edu/dluebke/Witches442/Coggeshall.pdf>
- T 2/15 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 (Canvas, Nicholas Jacquier)
<https://oxford-universitypressscholarship-com.libproxy.uncg.edu/view/10.1093/oso/9780190069520.001.0001/oso-9780190069520-chapter-5>

TAKE HOME MIDTERM EXAM ASSIGNED

- Th 2/17 Malleus Maleficarum: Establishing Authority
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”)

BOOK REPORT ASSIGNED (DUE THURSDAY 4/7)

- T 2/22 Malleus Maleficarum: Questions, Themes, Relevance to Course

**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.**

- Th 2/24 The Protestant Reformation
Martin Luther and the Devil
Levack 100-118; Bailey 193-200
K&P 259-60; Luther, Commentary on Galatians (Canvas)
- T 3/1 State-Building and the Law; Jean Bodin
Levack 68-95; Bailey 35-38, 110-119
K&P 290-302 (Canvas)
- Th 3/3 Trials: Spanish Netherlands (Belgium)
Suzanne Gaudry Revisited
Levack 159-71, 195-6; Bailey 141-52, 162, 174-77
K&P 359-67 (for link see syllabus entry for 1/18)
- F 3/4 **LAST DAY TO DROP CLASSES**
- T 3/8 **SPRING BREAK**
- Th 3/10
- T 3/15 Chelmsford, England
Levack 122-151, 198-202; Bailey 166-167
K&P 302-308 (link below)
<https://history.hanover.edu/courses/excerpts/260chelm.html>
- Th 3/17 Chelmsford, England
K&P 302-308 (link below)
<https://history.hanover.edu/courses/excerpts/260chelm.html>
- T 3/22 Spanish Netherlands (Belgium)
Marie Cornu
Levack 159-71, 195-96; Bailey 141-52, 162, 174-77
K&P 345-348 (Canvas)
- Th 3/24 Scotland: Witch-Hunting under James VI
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')
- T 3/29 Witch-Hunting in Germany: Bamberg
Levack 184-195; K&P 348-353 (link below)
<https://history.hanover.edu/courses/excerpts/244bamb.html>

- Th 3/31 Bamberg: Johannes Junius
Levack 184-95; K&P 348-53 (see link for 3/29 above)
- T 4/5 Demonic Possession: Loudun, France
Levack 197-198, 237-240
K&P 355-359; (Canvas)
- Th 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
(Canvas)

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

- T 4/12 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
- Th 4/14 *Doctor Faustus*, Act I, scene iii, Act II, scenes i-ii
- T 4/19 *Doctor Faustus*, [Acts III-IV], Act V, scenes i-ii, Chorus
The Legend Now and Then
- Th 4/21 The Decline of Belief, Prosecution
Levack 56-62, 175-181, 230-256; Bailey 170-174
Excerpts from the following writers: Johann Weyer, Cornelius Loos (Trier), Reginald Scot, Michel de Montaigne, Friedrich Spee, and Balthasar Bekker
K&P 280-289 (Canvas), 314-317 (link below), 395-401 (Canvas), 402-406 (link below), 425-428 (e-book link below), 429-435 (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

- T 4/26 Persistence of Belief, Potential for Persecution
Students' Stories; Future Witch Hunts?
Levack 262-276

M 5/2 **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 encourages 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. So long as people remain unvaccinated, face coverings (masks) are required in this classroom and all indoor spaces on campus. For more information and many helpful links see <https://update.uncg.edu>
2. **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 have a compelling reason for missing a class, such as illness, please notify me or Ms Low by email. 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 inform all of 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. After the drop/add period is over, I will prepare a seating chart and ask students to sit in their assigned seats each time; this is a mandatory policy for the purpose of contact tracing should someone test positive for COVID-19. 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. I communicate with classes or individual students via e-mail therefore **it is essential that you check your UNCG email at least once a day.**
4. 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.

- 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, which is posted 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.

- 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 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= 15%; Take-Home Midterm Exam, Book Report, and Take-Home Final Exam=25% each, Participation=10%.

- 7 **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 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.

8. If you do not think you will be able to abide by these guidelines, please drop the course so someone else can take it. The last day to drop courses without academic penalty this semester is Friday March 4.

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 field. How do they differ and how are they the same? And for all students: What are your own personal learning goals?