While belief in magic was central to the way in which premodern Europeans experienced the world, it overlapped with, rather than precluded, scientific and religious understanding. This course will examine the ways in which “Western” culture came to delineate strict boundaries between magic, religion, and science and will challenge the assumption that these categories represent readily distinguishable historical or cultural phenomena. Our wide-ranging investigation will lead us to a consideration of the ways in which European medical and scientific knowledge has been shaped by exposure to non-Western sources, the blurred borders between religion and science, and the distance between popular and elite views of the cosmos. In addition, we will discuss the ways in which disciplines such as astronomy, that have come to be defined as rational and scientific, were founded in areas of inquiry now dismissed as superstitious “pseudo-sciences.” Throughout the semester, we will analyze why the history and culture of this particular period remains meaningful to a 21st-century audience.

While there will be occasional lectures to provide background information, this course will be conducted primarily as a seminar in which students are encouraged to raise issues for the class to discuss. As we consider how the story of the past is contested and written, I hope that you will increasingly appreciate the importance of close reading, critical thinking, and creative questioning. Furthermore, I expect that you will develop your ability to ask significant questions of historical evidence, to read and interpret primary and secondary source material, to recognize interpretive differences, and to express your ideas logically and concisely.

Assignments:

- To do well in this course, you should plan to spend approximately six hours outside of class every week reading and studying. Some weeks won’t require that much, but other weeks may require more (when a paper is due, for example).
• **Attendance** at all lectures and discussions is mandatory, as is the completion of all assigned reading before the class. Attendance is taken at the beginning of every class meeting via a sign-up sheet. You are responsible for signing your name each day.

• **Take detailed notes** during each lecture and class discussion.

• **Participation** in class discussion will be graded daily and comprise 20% of your final grade.

• **Participation** in our class reenactment (15%).

• **Three 3-5-page papers.** A paper topic will be assigned for each of the first FOUR units of the course; you must submit three out of the four possible assignments. Choose wisely! Topics will be handed out the week before the papers are due on the last Friday of their units. Possible due dates are 1/25, 2/15, 3/15, and 3/29 (15% of final grade each).

• **Final 5-page paper** on the trial of Galileo (20%), due May 1.

• **The vocabulary** found in your readings. If you do not know the meaning of a word that you encounter, please consult an online dictionary that is available through the Randall Library web site. There may be occasional vocabulary quizzes that will count towards your discussion grade.

• **All papers** must be grammatically flawless with all words spelled correctly. Papers will be graded on both content AND grammar. As in all history classes, your ability to write clearly and convincingly will be heavily weighted.

• **Paper formatting** must also be correct; all papers must be paginated, footnoted, double-spaced, with 1” margins, and typed in 12-point font. For footnote styles, please follow Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. A brief useful guide can be found online: [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Policies:**

• I **encourage** each of you to stop by my office hours during the semester.

• **Each assignment** must be handed in at the exact time specified. After that time, it will be considered late. Unless I indicate otherwise, you must submit your paper to me personally—I will not accept papers left in my mailbox nor sent via email.

• **No extensions** will be granted unless you have spoken to me at least 24 hours before the due date and have satisfactorily explained why your assignment is delayed. If your paper is late because of your sudden illness, you must provide a note from your doctor or from UNCW Health Services.

• **Late papers** will lose one third of a grade for each day that they are overdue. After one week, the late paper will no longer be accepted and will be assigned a zero. Keep in mind, therefore, that even an “F” is a much higher numerical grade than a zero. *Please be sure to keep an extra hard copy of your paper as well as an electronic one; if your paper is lost, you must have another to submit.*

• **All submitted work** must be original and prepared for this course alone.

• **Students** are responsible for following UNCW’s policy on academic honesty: [http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf](http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf). Failure to abide by the accepted standards of academic honesty will result in an F for the course. Be aware that university policy requires that any infraction of the honor code be reported to the Dean of Students.

• **We all have varying abilities;** we all carry various strengths and weaknesses. Some of these may be documented with a place like the Office of Disability Services (2-7555). If so, please let me know as soon as possible in the semester. With or without
documentation, it is my intent to make this learning experience as accessible as possible. With documentation, I am more than happy to provide any accommodations that have been determined by the student and the DS staff. Please let me know now what I can do to maximize your learning potential, participation, and general access in this course. I am available to meet with you in person or to discuss such things on email.

On class discussion:
Participation in class discussions, aside from its intrinsic merits, is also a large percentage (20%) of your final grade. Because the majority of our class time will be spent in discussions, the success of the course requires that each participant be ready to articulate and defend his or her ideas, as well as to listen to and work with the ideas of the other participants. Each member of the class is therefore responsible for the following:

- **preparing** questions; come to class with issues about the material already in mind;
- **generating** discussion; raise issues for other members to debate and be receptive to opinions which differ from your own; and
- **augmenting** discussion; respond to the comments of others with ideas that carry our discussions to a higher level.

On matters of etiquette:

- **Email**: the best way to contact me outside of class or office hours is email. Please keep in mind that any correspondence sent to one of your professors should err on the side of formality. Therefore, always include a salutation (‘Dear Dr. Mollenauer’), employ proper grammar, punctuation, and capitalization, and identify yourself and the course in which you are enrolled. When UNCW is in session, I will endeavor to respond to emails within one day.

- **Computers**: Students using laptops for any other purpose than taking notes (say, updating your Facebook profile) will no longer be permitted to use their computers in class.

- **Cell phones**: Please turn cell phones off and refrain from texting during class.

**Grade scale:**
For all papers as well as the final course grade, the grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D</td>
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<tr>
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<td>B+</td>
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<td>C+</td>
<td>77-79</td>
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<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Required books (available at the UNCW Bookstore):**

- Levack et. al., *The West: Encounters and Transformations*, vol. 1, 3rd edition. This textbook is bundled into a discount package that includes a multimedia copy of the text, access to Pearson’s MyHistoryLab, and *The Trial of Galileo*.


**Recommended books:**

**Learning Outcomes:**
Students will:
- identify the significance of major figures, events, and ideas in global history [GS1]
- acquire an understanding of change over time in Western society, culture, and politics and the global consequences of those changes [GS1]
- analyze the intellectual and cultural exchanges that took place between the West and the wider world [GS1, 3]
- recognize the differences between primary and secondary sources and evaluate how each are used to make historical claims [GS2]
- develop critical and analytical skills through the reading and interpretation of multiple forms of historical evidence [GS2]
- demonstrate knowledge of the multi-cultural roots of the West's religious, intellectual, and cultural traditions [GS2, 3]
- examine and identify cultural differences between popular and elite views in Western societies[GS2, 3]

**SCHEDULE:**
The week’s assigned reading must be completed by the day indicated. *You are required to bring the readings with you to class.* Reading assignments are subject to change but you will always receive ample notice should they do so.

**Week 1**  
1/9  
W: Introduction

**UNIT ONE: THE ANCIENT WORLD**
During this unit, read Levack, Chs. 1-5

**Week 2**  
1/14  
**Constructing Magic, Religion, and Science**  

*M: Ancient Medical Practices*


W: Astrology in Greece and Rome

Kieckhefer, *Magic in the Middle Ages*, Ch. 2


**Week 3**
**Religion and Science I**

*M*: Martin Luther King Day; no class

**W**: Religion and Science in Antiquity


**END OF UNIT PAPER DUE FRIDAY 1/25**

**UNIT TWO: MAGIC AND MIRACLE IN THE MIDDLE AGES**

During this unit, read Levack, Chs. 7-10

**Week 4**
**Society and the Supernatural**

*M*: Shared Traditions

Kieckhefer, Chs. 4-5


**IN CLASS**
Gregory of Tours, excerpts from *Eight Books of Miracles*  
[http://www.fordham.edu/halsall/source/gregory-mirac.html](http://www.fordham.edu/halsall/source/gregory-mirac.html)

**IN CLASS**
Agobard of Lyon, 9th c., “On the Deception of Certain Signs”  

**W**: The Place of the Dead


**Week 5**

The Renaissance of the Twelfth Century

*M:* The Impact of the Islamic World

Kieckhefer, Ch. 6


*W:* Aristotle and the Medieval University

*ER:* Dales, *The Scientific Achievement of the Middle Ages*, Intro and Chs. 1-3

*ER:* Edward Grant, *The Foundations of Modern Science in the Middle Ages*, Chs. 4-5

**Week 6**

Medieval Spirituality

*M:* Striving for Sainthood


*W:* Science and Possession


END OF UNIT PAPER DUE FRIDAY 2/15

**UNIT THREE: THE REFORMATION ERA: DEFINING NEW BOUNDARIES**

During this unit, read Levack, Chs. 11-14

**Week 7**

Appropriations

*M:* Making Use of the Sacred


W: The Clerical Underworld

Kieckhefer, Ch. 7

ER  Lynn Wood Mollenauer, Strange Revelations: Magic, Poison, and Sacrilege in Louis XIV’s France (University Park: Pennsylvania State University Press, 2007) Ch. 4

Week 8
Witches and Witch Hunting

M: The Witch Hunts Begin

Kieckhefer, Ch. 8


W: Suspects and Judges


Week 9  SPRING BREAK  3/4

Week 10  3/11
Charlatans: A Case Study

M:  Alex Ryrie, The Sorcerer’s Tale, Chs. 1-3

W:  Alex Ryrie, The Sorcerer’s Tale, Chs. 4-5 and Conclusion

END OF UNIT PAPER DUE FRIDAY 3/15

UNIT FOUR: THE SUPERNATURAL WORLD AND EARLY EXPERIMENTAL SCIENCE
During this unit, read Levack, Chs. 15-17
Week 11
Medicine, Magic, Miracle

M: Medical Knowledge


W: Diagnosis and Disease

ER Nicolas Terpstra, Lost Girls: Sex and Death in Renaissance Florence (Baltimore: Johns Hopkins University Press, 2010) Chs. 1 and 6


Week 12
The Book of Nature

M: Signs and Portents

Sarah Schechner Genth, Comets, Popular Culture, and the Birth of Modern Cosmology, Chs. 1-6

W: Print Culture


PAPER DUE FRIDAY 3/29

Week 13
Challenges to Aristotelianism

M: Set-Up Session 1 for trial of Galileo, 1-2

The Trial of Galileo, pp. 1-61

W: Set-Up Session 2 for trial of Galileo, 2-3

The Trial of Galileo, pp. 62-126

FACTION QUIZ
UNIT FIVE: THE TRIAL OF GALILEO: Religion vs. Science?

Week 14 4/8
Phase One (1616)

M: Game Session 1: College of Rome Lectures

W: Game Session 2 and 4: Holy Office Debates

*The Trial of Galileo, pp.131-177*

Recommended reading for Weeks 14-15:
Peter Dear, *Revolutionizing the Sciences*

Week 15 4/15
Phase One/ Two

M: Game Session 5: Election and Installation of New Pope

*The Trial of Galileo, pp.178-199*

W: Game Session 6: Holy Office Debates

Week 16 4/22
Phase Two (1632-33)

M: Game Session 7: Holy Office Debates

W: Game Session 8: Final Vote

*FINAL PAPERS DUE 3:00 Wednesday, May 1*

Page 1 image: “The Alchymist, in Search of the Philosopher’s Stone, discovers Phosphorus, and prays for the successful conclusion of his operation, as was the custom of the ancient chymical astrologers,” Joseph Wright, oil on canvas, exhibited 1771, reworked and dated 1795.  [http://www.derbymuseums.org/joseph-wright-gallery/](http://www.derbymuseums.org/joseph-wright-gallery/)