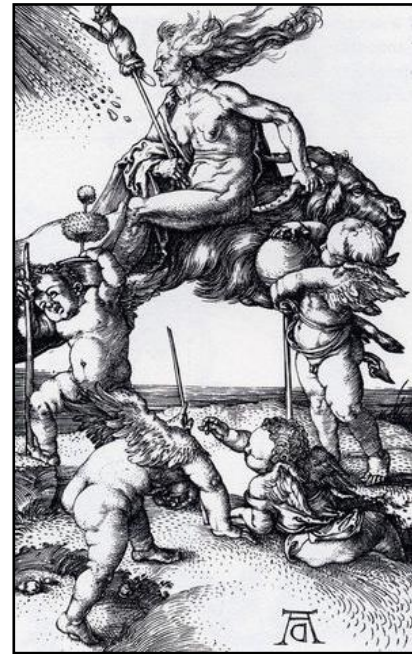


HISTORY 414: MAGIC, RITUAL, AND WITCHCRAFT IN EUROPE, 1400-2000

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Office hours: MW 9:30-11
and by apt.

Belief in magic was not only nearly universal among educated and non-educated Europeans alike during the early modern era, it was central to their understanding of the world. The study of witchcraft and magic can therefore open a window into almost every aspect of European society and culture. Our wide-ranging investigation into the history of magical belief will lead us to a consideration of the blurred boundaries between religion and science, between popular and elite views, and between the tropes of literature and the experience of reality. In addition, we will discuss the medieval invention of the idea of witchcraft, the gendering of magical practices, and the persistence of magical belief into the modern age. To better understand the worldview of those who believed in magic, we will also devote considerable attention to the function and meaning ascribed to ritual during the period.



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.

Requirements:

- ▶ **Attendance** at all class meetings and completion of all assigned reading before the seminar begins. Please let me know in advance if you will be absent. Class participation will be weighted at 20% of your final grade;
- ▶ **Biweekly discussion questions** to be posted on the class list serve. Questions must be posted by 9 a.m. on Wednesdays. Please bring a hard copy of your two questions to class to submit (20%);
- ▶ **Research paper** on a topic of your choosing (15-18 pages of text). The topic is due **September 9**, a proposal and annotated bibliography are due **September 30** (15%), a complete draft is due on **November 4** (15%) and the final paper is due during **December 2** (25%);
- ▶ **Research presentation** to be given at the end of the semester. During the last two class meetings, the members of the seminar will each give a 10-minute presentation of their findings (5% of final grade);

- ▶ Students with diagnosed disabilities should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from Office of Disability Services detailing class accommodations you may need.
- ▶ **All papers** must be grammatically flawless with all words spelled correctly. Papers will be graded on both *content* AND *grammar*. As in all humanities 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. Format must follow Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*;
- ▶ **Each assignment** must be handed in at the *beginning* of the class on which it is due; Furthermore, you must hand in your paper in person. I do not accept papers left in mailboxes or submitted via email. Papers will be considered late after the end of the class meeting at which they were due. If you are absent from class that day, you must insure that your assignment is submitted on time nonetheless;
- ▶ **No extensions** will be granted unless you have spoken to me at least 24 hours before the due date and have explained why your assignment is delayed;
- ▶ **Late assignments** will lose one third of a grade for each day that they are overdue. After one week, a late paper will not be accepted, resulting in a zero for that assignment. 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 one on disk; if your paper is lost, you must have another to submit;*
- ▶ **All submitted work** must be original and prepared for this class alone;
- ▶ **Students** are responsible for familiarizing themselves the university's policy on academic honesty, found at <http://www.uncw.edu/policies/03-100-academichonorcode.htm>. Failure to abide by the accepted standards of academic honesty will result in an F for the course and possible university sanctions.

On writing discussion questions:

Seminar participants will be assigned to one of two groups on the first day of class. On alternate weeks, each of the members of one group will be responsible for individually generating *two* questions derived from the week's readings and posting those questions to the class list serve by 9 am on the day of class. Questions should be approximately 100 to 150 words. Whether the questions address one specific passage or refer to a number of texts, they should catalyze a thoughtful, productive, and original discussion of the material. They might begin with a short quotation, but the question posed should lead the class to a larger discussion of the issues raised by the work. The line of inquiry developed should demonstrate close reading and critical thinking.

Our discussions will be structured around your questions, so the members of the group that does *not* post questions on a given week will be responsible for preparing thoughtful answers in response. Weekly questions will comprise 20% of your grade; participation in discussion will comprise another 20%.

On class participation:

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.

Matters of etiquette:

Email: the best way to contact me outside of class or office hours is email. Please keep in mind that email 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.

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 during class, and refrain from texting during discussion. I can see you. Really.

Required books: (available at the UNCW Bookstore and on reserve at Randall Library)

- Alex Owen, *The Place of Enchantment*, Chicago, 2006
- Guido Ruggerio, *Binding Passions*, Oxford, 1993
- Edward Muir, *Ritual in Early Modern Europe*, 2nd Edition, Cambridge, 2005
- Peter A. Morton, ed. *The Trial of Tempel Anneke*, Broadview, 2006
- T.M. Luhrmann, *Persuasions of the Witch's Craft*, Harvard University Press, 1989

SCHEDULE

NB: The assigned reading must be finished by the day indicated. Please be sure to bring the day's readings with you to class. Readings marked with an ER are found on electronic reserve.

August 19 Introduction

Michael D. Bailey, "The Meaning of Magic," *Journal of Magic, Ritual, and Witchcraft* 1 (Summer 2006): 1-23. PROJECT MUSE

August 26 Case Study

Peter A. Morton, ed. *The Trial of Tempel Anneke* (be sure to read the introduction)

GRADS:

ER Robin Briggs, *Witches and Neighbors: The Social and Cultural Context of European Witchcraft* (New York: Penguin Books, 1996) Ch. 1, "Myths of the Perfect Witch"

September 3
Ritual

Edward Muir, *Ritual in Early Modern Europe*, Introduction, Chs. 1-4 & 7

GRADS:

Read Muir, entire

September 9
Medieval Foundations

“The Trial of Dame Alice Kyteler, 1324,” in Brian P. Levack, ed. *The Witchcraft Sourcebook* (Routledge, 2004) 39-42. Excerpt available at Google Books:
<http://books.google.com/books?id=jsFdg-Si6y4C&printsec=frontcover&dq=brian+levack+witchcraft+sourcebook>

ER Norman Cohn, “The Myth of Satan and His Human Servants,” in Mary Douglas, ed. *Witchcraft Confessions and Accusations* (New York: Tavistock Publications, 1970) 3-16.

Michael D. Bailey, “From Sorcery to Witchcraft,” *Speculum* 76(2001): 960-990. ON JSTOR

Walter Stephens, “Witches Who Steal Penises: Impotence and Illusion in the *Malleus Maleficarum*,” *Journal of Medieval and Early Modern Studies* 28 3(1998): 496-529. PROJECT MUSE

GRADS:

Richard Kieckhefer, “Mythologies of Witchcraft in the Fifteenth Century,” *Journal of Magic, Ritual, and Witchcraft* 1 1(Summer 2006): 79-108. PROJECT MUSE

RESEARCH PAPER TOPIC DUE

September 16
Law and State Formation

Three 15th-Century Witchcraft Documents
<http://www.fordham.edu/halsall/source/witches1.html>

ER Edward Peters, “The Queen of Proofs and the Queen of Torments,” *Torture* (Philadelphia: University of Pennsylvania Press, 1996).

ER John Tedeschi, “Inquisitorial Law and the Witch,” in *Early Modern European Witchcraft: Centers and Peripheries in Early Modern European Witchcraft: Centers and Peripheries*, ed. Bengt Ankarloo and Gustav Henningson (Oxford: Clarendon Press, 1990). 83-118.

ER Brian P. Levack, “State Building and Witch Hunting in Early Modern Europe,” in

Witchcraft in Early Modern Europe: Studies in Culture and Belief, ed. Jonathan Barry, Marianne Hester, and Gareth Roberts (Cambridge: Cambridge University Press, 1996). 96-115.

GRADS:

William Monter, "Fiscal Sources and Witch Trials in Lorraine," *Magic, Ritual, and Witchcraft* 2 1(Summer 2007): 21-48. ON PROJECT MUSE

September 23
Popular Magic

Guido Ruggerio, *Binding Passions*, Chs. 2-5

GRADS:

Sally Scully, "Marriage or a Career?: Witchcraft as an Alternative in 17th-Century Venice," *Journal of Social History* 28 (Summer 1995) 857-876.

September 30
PROPOSALS AND ANNOTATED BIBLIOGRAPHIES DUE

In-class screening of *Macbeth*

GRADS:

Stuart Clark, "Inversion, Misrule, and the Meaning of Witchcraft," *Past and Present* 87 (May, 1980) 98-127. On JSTOR

October 7
Learned Magic

Brian Copenhaver, "Magic,"
http://www.cmrs.ucla.edu/brian/research/finished_research/finished_articles/i26_magic.pdf

Brian P. Copenhaver, "A Show of Hands," in *Writing on Hands: Memory and Knowledge in Early Modern Europe*, ed. Claire Richter Sherman and Peter M. Lukehart (Seattle: University of Washington Press, 2001)
http://www.cmrs.ucla.edu/brian/research/finished_research/finished_articles/i21_hands.pdf

ER E. M. Butler, Pt. 2 Ch. 1, "The Solomonic Cycle," *Ritual Magic* (Gloustershire: Sutton Publishing, 1998) 47-99

GRADS:

Richard Kieckhefer, "The Specific Rationality of Medieval Magic," *American Historical Review* 1994 On JSTOR

October 14

Gender

ER Lyndal Roper, "Witchcraft and Fantasy in Early Modern Germany," *History Workshop* 32(1991): 19-43.

William Monter, "Toads and Eucharists: The Male Witches of Normandy, 1564-1660," *French Historical Studies*, 20 4(Autumn, 1997): 563-595. JSTOR

ER Alfred Soman, "Anatomy of an Infanticide Trial: The Case of Marie-Jeanne Bartonnet," in *Changing Identities in Early Modern Europe*, ed. Michael Wolfe (Durham: Duke University Press, 1997) 248-272.

ER Stuart Clark, "The 'Gendering' of Witchcraft in French Demonology: Misogyny or Polarity?" *French History* 5 4(1991): 426-437.

GRADS:

Marianne Hester, "Patriarchal Reconstruction," in *Witchcraft in Early Modern Europe*, ed. Jonathan Barry et al (Cambridge: Cambridge University Press, 1996) 288-306.

E. J. Kent, "Masculinity and Male Witches in Old and New England, 1593-1680," *History Workshop Journal* 60 (2005): 69-92. On PROJECT MUSE

October 21

NO CLASS; readings will be discussed 10/28

Lyndal Roper, "'Evil Imaginings and Fantasies: Child-Witches and the End of the Witch Craze,'" *Past and Present* 167(May 2000): 107-39. On JSTOR

Guido Ruggiero, "The Strange Death of Margarita Marcellini: *Male*, Signs, and the Everyday World of Premodern Medicine," *American Historical Review* 106 4(2001).
<http://www.historycooperative.org/journals/ahr/106.4/ah0401001141.html>

GRADS:

ER Giovanna Fiume, "The Old Vinegar Lady, or the Judicial Modernization of Witchcraft," in *History From Crime in History From Crime*, ed. Edward Muir and Guido Ruggiero (Baltimore: Johns Hopkins University, 1994).

October 28

Decriminalization = Disenchantment?

"Edict of Louis XIV, 1682" in Brian P. Levack, ed. *The Witchcraft Sourcebook* (Routledge, 2004) 163-166. Available at Google Books:
<http://books.google.com/books?id=jsFdg-Si6y4C&printsec=frontcover&dq=brian+levack+witchcraft+sourcebook>

- ER Alfred Soman, "Decriminalizing Witchcraft: Does the French Experience Furnish a European Model?" *Criminal Justice History* 10 (1989): 1-22.
- ER Edward Peters, "The Sleep of Reason," *Torture* (Philadelphia: University of Pennsylvania Press, 1996)
- ER Willem de Blécourt, "On the Continuation of Witchcraft," in *Witchcraft in Early Modern Europe: Studies in Culture and Belief*, ed. Jonathan Barry, Marianne Hester, and Gareth Roberts (Cambridge: Cambridge University Press, 1996) 335-352.

GRADS:

Brian P. Copenhaver, "A Tale of Two Fishes: Magical Objects in Natural History from Antiquity through the Scientific Revolution," *Journal of the History of Ideas* 52 (July-Sept. 1991) 373-98.
http://www.cmrs.ucla.edu/brian/research/finished_research/finished_articles/iii_a_5fish_1.pdf

November 4
Peer Review of Drafts

FIRST DRAFTS DUE; BRING 3 COPIES OF YOUR DRAFT TO CLASS

November 11
The Persistence of Magic

Alex Owen, *The Place of Enchantment*, Chs. 1-3, 6-8

GRADS:

- ER Diane Purkiss, "At Play in the Fields of the Past," in *The Witch in History: Early Modern and Twentieth-Century Representations* (New York: Routledge, 1996)

November 18
Neopaganism

Tanya Luhrmann, *Persuasions of the Witch's Craft: Ritual Magic in Contemporary England*

November 25: Thanksgiving Break

December 2
FINAL DRAFTS DUE

Research presentations

December 9, 3 pm

Research presentations

Some Useful Internet Resources

Internet Archive of Witchcraft Texts and Documents

<http://history.hanover.edu/early/wh.html>

Eighteenth-Century Resources

<http://andromeda.rutgers.edu/~jlynch/18th/history.html>

Early Modern Bibliographies: Crime, Law, and Order

<http://earlymodernweb.freehostia.com/wikindx/index.php>

Voice of the Shuttle

<http://vos.ucsb.edu/>

Proceedings of the Old Bailey, 1674-1834

<http://www.oldbaileyonline.org/>

Internet History Sourcebooks Project

<http://www.fordham.edu/halsall/>

Cornell University Witchcraft Collection

<http://digital.library.cornell.edu/w/witch/index.html>

