

## **HISTORY 302: Witchcraft and Magic in History**

Prof. James R. Farr  
Spring Semester 2018  
MWF 3:30-4:20  
UNIV 201

### **Contact Information:**

James Farr  
Office: 311 UNIV  
Office Hours: W 2:30-3:20 and by Appointment  
e-mail: [jrfarr@purdue.edu](mailto:jrfarr@purdue.edu)

**WEB PAGE:** Blackboard Learn is accessible when enrolled in the course. This site contains course materials: syllabus, assignments, quizzes, powerpoint lectures, study guides, announcements, and grades. Please check it frequently.

**NOTE ON THE USE OF ELECTRONIC EQUIPMENT IN CLASS:** Students today are tempted by all kinds of electronic distractions that inhibit their ability to learn effectively in class. Therefore, I require that you refrain from using **any** electronic device during class: no earbuds or headphones, no laptops, no tablets, no phones.

### **Required Readings:**

Owen Davies, ed. *The Oxford Illustrated History of Witchcraft and Magic*. 2017.  
Alan Kors and Edward Peters, eds. *Witchcraft in Europe, 400-1700: A Documentary History*. Second Edition. 2001.

### **Course Requirements and Assignments:**

**5 short writing assignments** based on Primary sources from Kors and Peters (word length to be announced with each assignment, c. 500 words each; See below for instructions and guidelines)—7% each

**8 quizzes** on chapters in Davies (each quiz will be timed, 60 minutes, must be taken at one sitting, and must be taken on Blackboard; see syllabus for the dates and deadlines for the quizzes)—5% each (lowest quiz score will not be counted)

**1 mid-term test**—15%

**1 final exam**—15%

**Class Schedule:** [Read the assigned material before class and be prepared to discuss it]

**January 8 (Monday):** Orientation

**10 (Wednesday):** Introduction [Davies, Editor's Forward]

**12 (Friday):** Magic in the Ancient World [Davies, p.1-18].

**15 (Monday):** No Class

**17 (Wednesday):** Magic in the Ancient World (cont't) [Davies. p. 18-28]

**19 (Friday):** No Class; take **Quiz #1** on Davies Chapter 1; **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.**

**22 (Monday):** Magic in the Early Middle Ages: Christianizing the Traditions, 400-1000 [Kors and Peters, p. 41-42, 47-57; Davies. P.29-32]

**24 (Wednesday):** Magic in the Early Middle Ages: Christianizing the Traditions, 400-1000

**26 (Friday):** No class; **First Writing Assignment** due (based on Kors and Peters, p.41-42, 47-57); **MUST BE SUBMITTED TO BLACKBOARD BY 11:59 P.M.**

**29 (Monday):** Magic and Witchcraft in the High Middle Ages [Davies, p. 32-36; Kors and Peters, pp. 58-67]

**31 (Wednesday):** Magic and Witchcraft in the High Middle Ages [Davies, p. 36-49]

**February 2 (Friday):** No class

**5 (Monday):** Magic and Witchcraft in the High Middle Ages [Davies, p. 49-55, Kors and Peters, 105-111]

**7 (Wednesday):** Magic and Witchcraft in the High Middle Ages

**9 (Friday):** No class; **Quiz #2** on Davies, pp.29-55; **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.;** **Second Writing Assignment** due (based on Kors and Peters assignments, pp. 58-67, 105-111) **MUST BE SUBMITTED TO BLACKBOARD BY 11:59 P.M.**

**12 (Monday):** Magic and Witchcraft in the Late Middle Ages [Davies, p. 55-64; Kors and Peters, p. 112-116, 118-120]

**14 (Wednesday):** Magic and Witchcraft in the Late Middle Ages

**16 (Friday):** No Class

**19 (Monday):** A Sect of Diabolical Witches [Davies, pp. 65-78; Kors and Peters, pp. 149-152, 159-162]

**21 (Wednesday):** Legal Foundations of the Great Witch Hunt (Kors and Peters, p.162-166)

**23 (Friday):** No class; **Quiz #3** on Davies, pp. 55-78; **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M. Third Writing Assignment** due (based on Kors and Peters, p. 112-116, 118-120, 149-152, 159-162) **MUST BE SUBMITTED TO BLACKBOARD BY 11:59 P.M.**

**26 (Monday):** The Malleus Maleficarum

**28 (Wednesday):** review

**March 2 (Friday): Mid-Term Test;** In Class **BRING AN EXAMINATION BOOKLET WITH YOU**

**5 (Monday):** The World of Popular Magic [Davies, p.167-185]

**7 (Wednesday):** The World of Popular Magic [Davies, p. 186-194]

**9 (Friday):** No class; **Quiz #4** on Davies, Chapter 6. **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.**

**12-16: (M-F) Spring Break**

**19 (Monday):** The Great Witch Hunt Begins [Kors and Peters, p. 259-260, 290-302, 322-329; Davies, pp. 78-88, 97-117]

**21 (Wednesday):** No class

**23 (Friday):** No Class; **Quiz #5** on Davies, pp. 78-88, 97-117; **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.**

**26 (Monday):** The Great Witch Hunt in the Sixteenth Century [Davies, p. 117-131; Kors and Peters, p. 308-318]

**28 (Wednesday):** The Great Witch Hunt in the Sixteenth Century [Davies, p. 134-152]

**30 (Friday):** no class; **Quiz #6** on Davies, pp. 117-131, 134-152 **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.**

**April 2 (Monday):** The Great Witch Hunt in the Seventeenth Century [Kors and Peters, p. 330-334, 345-355, 359-367; Davies, p. 152-159]

**4 (Wednesday):** The Great Witch Hunt in the Seventeenth Century

**6 (Friday):** No class; **Fourth Writing Assignment** due (based on Kors and Peters, p. 259-260, 290-302, 308-318, 345-354) **MUST BE SUBMITTED TO BLACKBOARD BY 11:59 P.M.**

**9 (Monday):** The End of Witch-hunting in Europe [Davies, p. 88-96, 131-133, 159-166, Kors and Peters, 392-394, 425-435, 444-448]

**11 (Wednesday):** The End of Witch-hunting in Europe

**13 (Friday):** No class; **Quiz #7** on Davies, pp. 88-96, 131-133, 152-166; **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.; Fifth Writing Assignment** due (based on Kors and Peters, p. 392-394, 425-435, 444-448) **MUST BE SUBMITTED TO BLACKBOARD BY 11:59 P.M.**

**16 (Monday):** The Anthropologist's View on Witchcraft and Magic [Davies, Chapter 8]

**18 (Wednesday):** The Anthropologist's View on Witchcraft and Magic

**20 (Friday):** No class; Film: The Devil in History: [<https://www.youtube.com/watch?v=Kvo8YjZvnmU>]; **Quiz #8** on Davies, Chapter 8 **MUST BE TAKEN ON BLACKBOARD AT ONE SITTING BY 11:59 P.M.**

**23 (Monday):** Witches in Movies and Television [Davies, Chapter 9]

**25 (Wednesday):** Witches in Movies and Television

**27 (Friday):** In class review

**FINAL TEST: TBA (Covers all materials since the second test)**

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**General Guidelines for the Papers on Primary Source Documents from Kors and Peters**

You will be required to write five papers over the course of the semester. All of these exercises will ask you to analyze primary source documents from Kors and Peters. Complete directions will be provided with each assignment, but typically I will pose questions for you to answer based upon your reading of the assigned documents.

You should be certain to follow standard rules of English grammar. Papers that are marred by spelling errors, sloppy punctuation, and awkward sentence structures will earn lower grades. If you want your ideas and perspectives to be taken seriously, you need to take the time to make sure they are communicated effectively. Purdue offers a Writing Lab for all students to help improve your written work.

Pointers on content

Base your responses on the *source material* provided. Do not consult Wikipedia or any other source beyond the material provided to you in this course: that means only the primary sources selected, Kors and Peter's introductions to those sources, and any

material drawn from lectures or reading assignments from Davies. When quoting from documents in the source material, cite by short title in parenthesis after the quote followed by the page number from Kors and Peters (for example, Caesarius of Arles, p. 47). If you use information from Davies or class lectures, cite for example, as follows: Davies, p. 62, or Farr lecture, February 12. Do not supply a bibliography with your paper. Do not include a cover or title page, or your PUID. Just be sure to have your name and date on your paper at the top of the first page.

Be certain to explain *how* the source material answers the questions posed. If your paper consists of nothing more than a string of quotes or examples, you have *not* addressed the questions effectively. Ultimately, it is the strength of your analysis that matters most in determining the merit of your papers.

Resist the temptation to fill your papers with anecdotes from your own life. These are not blog entries or personal reflection papers. I am asking you to make informed judgments based on your understanding of the historical evidence. Phrases like “in my opinion” are unnecessary; it’s already clear that the paper represents your perspective. My overall goal here is to encourage you to write in a way that puts argument and evidence front and center.

### Submitting your paper

You will be submitting your papers electronically via “SafeAssign,” a Blackboard function. If “SafeAssign” malfunctions, e-mail me immediately with your paper attached as proof that the assignment was completed on time. The due date for each paper is clearly stated on the syllabus. It will also be included in the assignment itself. It would be extremely helpful if you could submit your papers in Microsoft Word format, so that I can give you direct feedback with Word’s “comments” function.

### Reminder: Essential course policies

- 1) Late papers will be penalized one letter grade for each day late. Plan your schedule so that you will have an opportunity to read over your work before submitting it.
- 2) Plagiarism – passing off another’s words or ideas as your own, without attribution – is a serious violation of academic integrity. Plagiarized papers will earn a “zero” and may result in further detrimental consequences.

### **Grading Rubric for the Papers**

The following chart provides an indication of how I will evaluate your papers. I am not using these numbers to “add up” your grade, but they will serve as a template as I offer feedback encouraging you to improve various aspects of your work.

You may find it helpful to refer to this chart throughout the semester. As you become familiar with the chart, I may offer feedback using numerical shorthand (for example: “solid prose with occasional slips” would be registered as II-3).

Note that these four criteria (I–IV) are not all equal in weight. This chart starts with the least important issue (formatting) and builds up the most important (argumentation).

	<b>Poor (1)</b>	<b>Weak (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<b>I. Formatting of citations</b>	No citations	Vague references to the materials in question	Page numbers used, but erratic format	Citations accurate & properly formatted
<b>II. Use of grammar</b>	Impossible to discern what’s being said	Grammatical errors abundant throughout paper	Solid prose with occasional slips	Excellent wording & sentence structures
<b>III. Analysis of sources</b>	No attempt to address specific sources	Ideas mischaracterized	Reliable summary of views	Excellent reading of various perspectives
<b>IV. Logic and argumentation in response to questions</b>	No effort to address the questions	Vague assertions; only partial response to questions	Questions addressed fully but without compelling case	Questions addressed fully with a distinctive and compelling argument

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## **Course and Instructor Evaluation**

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and your instructor. To this end, Purdue has transitioned to online course evaluations. On Monday of the fifteenth week of classes, you will receive an official email from evaluation administrators with a link to the online evaluation site. You will have two weeks to complete this evaluation. Your participation in this evaluation is an integral part of this course. Your feedback is vital to improving education at Purdue University. I strongly urge you to participate in the evaluation system.

**Disclaimer:** In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted, once the course resumes, on the course website or can be obtained by contacting the instructor via email or phone.