

History 4600: Women in Ancient, Medieval, and Early Modern Europe

Professor: Curtis Bostick

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Monday/Wednesday/Friday 11:30-12:30; Tuesday/Thursday 9:00-10:00 a.m.; bostick@suu.edu

Required textbooks: Renate Bridenthal, Susan M. Stuard, Merry E. Wiesner, eds., *Becoming Visible: Women in European History*, 3rd ed. (Boston: Houghton Mifflin, 1998), and
Brian Leveck, *The Witch-hunt in Early Modern Europe*, 3rd ed. (London, 2006)

Required readers: Alcuin Blamires, ed., *Woman Defamed and Woman Defended: An Anthology of Medieval Texts* (Oxford: University Press, 1992) and
Alan C. Kors and Edward Peters, eds., *Witchcraft in Europe, 400-1700: A Documentary History*, 2nd ed. (Philadelphia: University of Pennsylvania Press, 2001)

Course Objectives/Outcomes: In this course, students focus on the history of ancient and European women from ca. 3,000 B.C.E. to ca. 1650 C.E., including the early modern European witch hunts. It is designed so that students will: 1) analyze written artifacts (primary sources) in order to gain insight into the treatment and status of women in the specified time frame, as well as exploring gender constructs; 2) examine secondary literature on these same themes; 3) develop analytical tools to read various sources, secondary and primary; and 4) foster writing and 5) communication skills through formal essay papers and participation in group discussions.

Grade formula: Two essay papers are required for this class; due-dates listed in the class schedule. For each hour in which a paper is late, 5 points will be deducted from the paper's grade. Each paper is worth a possible 100 points. A guideline for the papers will be provided by the professor. In addition to the essays, another 200 points may be earned through quiz scores (100) and class participation (100). Students will answer a series of ten quizzes (each quiz worth ca. 10 points) based on textbook reading assignments. Participation evaluation is explained below.

If a student misses 6 class periods, 6 points will be deducted from his or her final point total and 5 more points will be deducted for each absence thereafter.

Grade Scale: Total points possible—Essay paper (100) + Final exam (essay; 100) + Participation (100) + Quizzes (100) = 400

A- to A = 360-400

C- to C+ = 280-319

F = 239 and below

B- to B+ = 320-359

D- to D+ = 240-279

Class procedure: Almost all class room instruction will be devoted to discussion, specifically of chapters in the textbooks and selected texts in the readers or photo-copies. The study of primary sources is fundamental to the work of an historian; moreover, participation in discussion involves the student in the learning process; therefore, each student's participation in classroom discussion is monitored. ***Mere attendance does not constitute participation.*** Participation in this class is evaluated by the following criteria: a student contributes to the discussion of topics and issues connected to the readings, or a student raises his or her own questions or makes comments based upon his or her reading of the texts. In short, participation is interpreted as meaningful and relevant dialogue voiced orally by a student in class. If a student has difficulty fulfilling the oral participation requirement for this course, then arrangements

must be made with the professor within the first week of the semester. It is imperative that students come to class prepared to discuss the text(s) assigned for that day, and to facilitate discussion (and earn points), one **must** bring the appropriate source (textbook, reader, or photocopied text) assigned for that class period.

Professionalism and Respect: "Among other things, one of the principal goals of a university education is to prepare students for professional careers. As part of this transition to professional life, personal demeanor and conduct will play an important role in creating a suitable atmosphere for teaching and learning. All members of this class – professor and students alike – should use courteous and respectful language in all communications, written and oral, as befits professional interaction. This is especially necessary in this digital age where communication is virtually instantaneous. Slangy abbreviations, 'SMS' language/"textese," and disregard for fundamental grammar are inappropriate in a professional context. In addition, please refrain from disrespectful activities while in class, since they can distract both the instructor and other students. These activities include, but are not limited to, eating, sleeping, sending/reading text messages, reading the newspaper, logging on to non-academic web sites such as Facebook, etc. Engaging in such activities will negatively impact the student's participation grade. Obviously, abusive or harassing language and behavior will not be tolerated." (From Dr. David Lunt)

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. Students are expected to have read and understood the current issue of the student handbook (<http://www.suu.edu/ss/vp/pdf/student-handbook.pdf>) regarding student responsibilities and rights, the intellectual property policy, and for information about procedures and what constitutes acceptable on-campus behavior.

Textbook and reader page assignments: Listed below are pages in Bridenthal, *et al.*, *Becoming Visible*, Levack, *The Witch-Hunt in Early Modern Europe*, Blamires, ed., *Woman Defamed and Woman Defended*, Kors and Peters, eds., *Witchcraft in Europe, 1100-1700: A Documentary History*, and a few photocopied selections which are to be read in connection with the discussion topics listed below. Primary source discussions are indicated in **bold font with an ***.

Class Schedule and Reading Assignments[†]

1/9	Explanation of syllabus and course procedure
1/11	Women in Egypt and Ancient Near Eastern civilizations. Discussion of <i>Becoming Visible</i> (hereafter cited as <i>BV</i>), 15-27
1/13	Women in Ancient Near Eastern civilizations, continued. <i>BV</i> , 27-42
1/18	Women in Classical Greece. <i>BV</i> , 47-69
1/20*	Readings: <i>Woman Defamed and Woman Defended</i> (hereafter cited as <i>WDWD</i>), 38-45 and handout
1/23	" <i>Matres Patriae/Matres Ecclesiae: Women of Rome and in Early Christianity.</i> " <i>BV</i> , 77-85
1/25	" <i>Matres Patriae/Matres Ecclesiae: Women of Rome and in Early Christianity.</i> " <i>BV</i> , 85-100
1/27*	Readings: <i>WDWD</i> , 17-30
1/30*	Readings: <i>WDWD</i> , 50-58
2/1*	Readings: <i>WDWD</i> , 63-75
2/3	Early medieval European women. <i>BV</i> , 105-25
2/6	Women in the High Middle Ages. <i>BV</i> , 129-39

- 2/8 Women in the High Middle Ages. *BV*, 139-48
- 2/10* Readings: Heloise and Abelard, handout
- 2/13 Women in the Renaissance. *BV*, 153-69
- 2/15* Readings: *WDWD*, 148-49 and handout and 250-60
- 2/17* Readings: *WDWD*, 278-300
- 2/22 Writing seminar
- 2/24 **First essay due 10 a.m. Send via an attachment or drop off hard copy in CN 225. No class on 2/24.**
- 2/27 Women in the Reformations. *BV*, 175-86
- 2/29 Women in the Reformations. *BV*, 186-97
- 3/2* Readings: Luther, *Genesis* commentary (handout) and Kors and Peters, *Witchcraft in Europe* (hereafter cited as *Witchcraft in Europe*), 265-70
- 3/5 Discussion Levack, *The Witch-hunt in Early Modern Europe* (hereafter cited as *Witch-hunt*), 1-12
- 3/7 Discussion Levack, *Witch-hunt*, 13-29
- 3/9 No class.
- 3/12-16 Spring Break
- 3/19 Discussion of Levack, *Witch-hunt*, Ch. 2, "Intellectual Foundations," 30-51
- 3/21 Discussion of Levack, *Witch-hunt*, "Intellectual Foundations," 51-73
- 3/23 Discussion of Levack, *Witch-hunt*, Ch. 3, "Legal Foundations," 74-88
- 3/26 Discussion of Levack, *Witch-hunt*, "Legal Foundations," 88-108
- 3/28* Readings. *Witchcraft in Europe*, 58-63, 70-72, 81-86
- 3/30* Readings. *Witchcraft in Europe*, 112-14, 116-27
- 4/2* Readings. *The Hammer of Witches* handout; also in *Witchcraft in Europe*, 176-77, 180-88
- 4/4* Readings. *The Hammer of Witches* handout
- 4/6 Discussion of Levack, *Witch-hunt*, ch. 5, 134-49
- 4/9 Discussion of Levack, *Witch-hunt*, ch. 5, 149-74
- 4/11 Discussion of Levack, *Witch-hunt*, ch. 6, 175-203
- 4/13 Louise Jackson, "Witches, Wives and Mothers" handout
- 4/16 Clive Holmes, "Women, Witches and Witnesses" handout
- 4/18* Readings. Persecutions in England & Scotland, *Witchcraft in Europe*, 302-8, 318-22
- 4/20* Readings. Persecutions at Bamberg, Würzburg, *Witchcraft in Europe*, 348-54
- 4/23* Readings. Reginald Scot, *Witchcraft in Europe*, 394-401
- 4/25 No class
- 4/27 Study day
- 5/2 **Final essay due on Wednesday, 9:00 a.m. Send via an attachment.**

† Information contained in this syllabus, other than the grading, late assignments, makeup work and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA STATEMENT: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator

of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

EMERGENCY MANAGEMENT STATEMENT

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the home page of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/emergency>.

HEOA Compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

PRIMARY SOURCES READING ASSIGNMENTS†

- 1/20 Xenophon and Hesiod, handout; Aristotle, Galen, and Isidore WDWD 38-45
- 1/27 Ovid, WDWD 17-25; Juvenal, WDWD 25-30
- 1/30 Tertullian, WDWD 50-58
- 2/1 Jerome, WDWD 63-75
- 2/10 Abelard's story and Heloise's letter, handout
- 2/15 Jean de Meun, WDWD, 148-49 and handout; Brut, WDWD 250-60
- 2/17 Christine de Pizan, WDWD 278-300
- 3/2 Luther, Genesis commentary, handout; Calvin, Witchcraft in Europe, 265-70
- 3/28 Early accounts of demons/witches, Witchcraft in Europe, 58-63, 70-72, 81-86
- 3/30 Papal and Inquisitorial documents, Witchcraft in Europe, 112-14, 116-27
- 4/2 The Hammer of Witches, handout
- 4/4 The Hammer of Witches, handout
- 4/18 Persecutions in England & Scotland, Witchcraft in Europe, 302-8, 318-22
- 4/20 Persecutions at Bamberg, Würzburg, Witchcraft in Europe, 348-54
- 4/23 Reginald Scot, Witchcraft in Europe, 394-401

† Text assignments subject to change by professor