

HON 195-04 Magic, Science, and Religion from Antiquity to Enlightenment

Missouri Western State University
Honors Program

Fall 2019

Location: Spratt Hall 109

Time: MW 2:00-2:50

Instructor: Dr. Angela Haas

Office: Popplewell Hall 114b

Office Hours: Monday 3-4; Tuesday 12-2; Wednesday 3-4; Friday 12-1; or by appointment

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Course Description: This course will examine how the intersections between magic, science, and religion evolved from antiquity to the eighteenth century. While in modern times magic, science, and religion are often viewed as three distinct or even incompatible practices, in pre-modern Europe the lines that now divide them were considerably blurrier. In this course, we will focus on how pre-modern Europeans viewed these practices and the knowledge that could be derived from them. We will begin with an examination of the grey areas between science and magic in the ancient world. We will then examine how conceptions of acceptable religious and magical practices evolved under the influence of Christianity during the Middle Ages. A considerable portion of the course will focus on the early modern period and how various key historical movements and events—including the Renaissance, Protestant Reformation, Scientific Revolution, and Enlightenment—gradually gave birth to conceptions of religion, magic, and science that look more familiar to the modern eye.

Course Objectives: Honors Colloquium is designed to stimulate creative and critical thinking about contemporary questions and issues of relevance to students in all academic disciplines. A cross disciplinary endeavor, the course provides an opportunity to nurture self-development as an educated person responsive to the trends and issues transforming our modern society.

The general goals for the colloquium are: (1) to master materials covered in class; (2) to develop communication skills; (3) to practice creativity in developing new insights; (4) to integrate new ideas with present knowledge; and (5) to develop critically held values based upon the growth of personal knowledge. Most importantly, the Honors Program intends to foster self-directed learning.

Because of the nature of the course and its goals, Honors Colloquium relies more than most classes on the good will and interested participation of the students. The success of each class session depends on each person's preparation for the session as well as his or her willingness to think about and discuss course materials in class. Think of the class as a community of scholars, a community that is critically dependent on the contribution of each of its members.

In order to achieve an understanding of the complex relationship between science, magic, and religion in pre-modern Europe, students will study primary sources (those written by people who lived

during the historical period we are studying) and secondary sources (those written by historians) and convey their interpretations through speech and writing. Special emphasis will be placed on the examination of primary sources, which will allow students to assume the role of historian as they interpret early modern source materials for themselves. Students will improve their research skills through several assignments that allow them to explore online and printed sources. The broader objective of the course is to improve students' abilities to convey their own ideas clearly in writing and speech.

Honors Mission Statement: The Honors Program at Missouri Western State University provides an enriched educational experience for the exceptional student. The program is designed for the student who enjoys learning, and whose personal goals emphasize the pursuit of understanding and knowledge. Ultimately, the program provides students with academic training and skills which will serve them well in both their chosen careers and their personal lives. Goals of the program are to foster the growth of intellectual inquiry, independence, and initiative in honors participants with an array of learning experiences including special courses, colloquia, and independent research and study. Each honors experience is simultaneously challenging, exciting, and enjoyable.

Required Course Texts:

Steven Nadler and Ben Nadler, *Heretics! The Wondrous (and Dangerous) Beginnings of Modern Philosophy* (Princeton: Princeton University Press, 2017). ISBN: 9781400884650

All other readings will be posted on Canvas. Students are responsible for checking the syllabus and Canvas for readings. Please print all posted readings and bring them to class.

Grading Scale:

90-100	A
80-89	B
70-79	C
60-69	D
59 and below	F

Grading Policy and Procedure: Students must earn an A or B in this course to be counted for honors credit. Grades of C or D will still be considered "passing," but will not be counted for honors credit. Students taking A/CR/U must earn an A in this course for it to be counted for honors credit.

Course Assignments:

Participation	20
Sorceress Film Critique	15
Scientific Revolution Essay	20
Modern Film Critique	15
Research Essay	25
Research Presentation	5

Class Participation: Students are expected to participate in class discussions regularly. For some discussions, we will break up into smaller groups. For others, we will discuss the texts as a class. I recognize that some students will be nervous about speaking in front of the entire class. However, all

students are encouraged to try to contribute to class discussions to the best of their ability. The readings are generally short, but they can be dense and misunderstandings will inevitably occur. Be sure to always keep in mind that all contributions to class discussions are valuable. Even if you have misinterpreted a particular point from the text, your contribution to the discussion will help to clarify a point that other students have also likely misunderstood.

Students are required to read assigned texts, print them, and bring them to class on the day they will be discussed. The goal of discussions is to help you better understand the time period we are studying from the point of view of those who lived during that period. Your participation grade is based on the degree to which you show that you are completing the readings and trying to engage with the texts to the best of your ability.

The grading scale for participation is as follows:

A-range	Student attends class regularly and presents comments and/or questions that display that he or she pays attention during lectures and regularly completes the readings. Student regularly brings the course texts with them to class.
B-range	Student attends class regularly and sometimes presents comments and/or questions, but only sometimes displays that he or she pays attention during lectures or completes the readings. Student regularly brings the course texts with them to class.
C-range	Student attends class irregularly, but presents thoughtful comments and/or questions when he or she is present, OR student attends class regularly, but fails to participate in class discussions, and thus, does not display that he or she pays attention during lectures or completes the readings. Student regularly brings the course texts with them to class.
D-range	Student attends class sometimes, but fails to participate in class discussions even when present. Student sometimes or never brings the course texts with them to class.
F	Student does not attend class, and thus, is unable to participate in class discussions.

Attendance: “Missouri Western State University has the expectation that students should be active participants in their coursework. Regular class attendance is considered a key element of participation and an essential part of the educational experience.” (MWSU Catalogue)

Regular attendance is expected. I will take attendance. Participation grades are based on regular and active participation in class discussions. Thus, the participation grades of those students who fail to attend class and participate in these discussions will suffer. Any student who wishes to discuss readings for a class they have missed are welcome to see the instructor during office hours after they have completed the reading.

Quizzes: Quizzes will be given periodically throughout the semester and will count toward your participation grade. Although most will be announced during the class period preceding the quiz, some may be unannounced. Make-up quizzes will not be given except in the case of a documented excused absence. Quizzes are designed to give due credit to students who complete the reading regularly. Students who complete the reading regularly should be confident that they will do well on these quizzes. The format of the quizzes will vary, but they will not take more than 10 minutes to complete.

The Sorceress Film Critique: We will be viewing the film *The Sorceress* at the end of September. Be sure to take notes as you watch the film. A film critique of no fewer than 1000 words (approximately 3 pages) is due in class on **October 2**. In this critique, you will respond to a series of questions that will be posted on Canvas. The critique will assess both *The Sorceress* and a primary source relating to the events in the film.

Scientific Revolution Essay: Students will write an essay of no fewer than 1500 words (approximately 5 pages) in which they assess the relationship between religion and science during the eighteenth century. Essays are due on **November 1**. A link will be provided on Canvas for you to upload your essay. Further details will be provided in class and on Canvas.

Modern Film Critique: Students will write a film critique of no fewer than 1000 words (approximately 3 pages) on a film of their choice that explores one or more of the major themes of the course: science, magic, and religion. The critique is due in class on **November 20**. In this critique, you will explain what this film tells us about the role of science, religion, and magic in the modern world, while reflecting upon what you have learned in the course. We will discuss your chosen films in class on the day the critique is due. Further details will be provided in class and on Canvas.

Research Essay: Students' final projects will be a research paper of no fewer than 2000 words (approximately 6 ½ pages) on a topic of their choosing that relates to the issue of science, magic, and religion between antiquity and the eighteenth century. All papers must address at least one primary source. Students are encouraged to select their own topics and sources to suite their interests. However, any student who has difficulty choosing a topic or finding sources is encouraged to see me for guidance. A proposal in which you indicate the topic you intend to research as well as an annotated bibliography of the sources you intend to use as evidence is due in class no later than **November 8**. Failure to complete research proposals on time will result in a grade penalty on the final paper. Research essays are due **December 9 at 5 p.m.** A link will be provided on Canvas for you to upload your essay. Further details will be provided in class and on Canvas.

Essays will be graded based on the following criteria:

1. Quality and clarity of the argument: A unique and thoughtful argument must be clearly presented in the introduction.
2. Quality and clarity of evidence used to support that argument: Evidence must support the argument presented in the introduction. Evidence must be clearly and consistently related back to the argument throughout the essay.
3. Organization: Essays must be clearly organized. Ideas should clearly flow from one to the next. Essays must contain transitions between paragraphs.
4. Clarity of language: Essays should be clearly written and spell-checked. Incomplete sentences, unclear phrasing, and typos reduce the quality of essays.
5. Degree to which the essay answers the question: Essays must clearly respond to the question outlined in the essay guidelines.
6. Degree to which the essay fulfills the requirements of the assignment: Essays must meet all the basic requirements that were outlined in the essay guidelines including minimum word count.
7. Proper use of quotations and citations: All information and quotations must be clearly cited with page numbers. For more information, see the essay guidelines.

Base grades for essays are determined based on the quality and clarity of the argument and the evidence used to support that argument. Failure to meet any of the criteria above will result in a grade reduction from the base grades outlined below.

A-range grades	Have a clear and unique argument that is presented in the introduction; evidence is provided that clearly supports that argument; evidence is consistently linked back to the argument.
B-range grades	Have an argument, but the argument might be vague or unclearly stated; evidence more or less supports the argument, but it is not always linked directly back to the argument OR its significance is not always clearly explained; argument might be presented most clearly at the end of the essay, rather than the beginning.
C-range grades	Lack a clear argument OR the evidence presented throughout the essay fails to adequately support the argument that is presented; evidence may be poorly organized or explained; essay does engage with the sources.
D-range grades	Lack any clear direction or purpose. Essay only minimally engages with the sources.
F-range grades	Fails to fulfill the basic requirements of the assignment. Or, the essay is plagiarized, in whole or in part.

Extensions and Late Penalties: The penalty for late assignments is a portion of a letter grade (B to B-, C+ to C, etc.) for every day the assignment is late. Extensions will be granted in the event of extenuating circumstances. When in doubt, contact the instructor.

Classroom etiquette: Always be respectful of your fellow students. It is important not only to respect their ideas and opinions but also their right to have a positive learning environment. Arriving late is disruptive, so be sure to plan your day accordingly so that you arrive in class on time. Those who engage in activities unrelated to the lectures and discussions present a distraction to other students. Please refrain from texting, e-mailing, gaming, Facebook-checking, internet-surfing, etc. during class. Turn off your phones. See the Student Handbook section concerning Student Code of Conduct for additional details.

Academic Honesty, Due Process, and Grade Appeal: Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity. Violations of academic honesty may result in a failing grade on the assignment plagiarized, failure in the course, or expulsion from the University. When a student's grade has been affected, violations of academic honesty will be reported to the Provost or the designated representative on the Academic Honesty Violation Report Form. Please see the Student Handbook for specific activities identified as violations of this policy and the student due process procedure. This handbook is also available online at <https://www.missouriwestern.edu/studentaffairs/student-handbook/>

In this course, violations of academic honesty will result in a zero for a grade on that assignment and potentially expulsion from the course.

Grade Appeals: The Honors Program follows the requirements outlined in the Student Handbook of Rights and Responsibilities. For specific information on the appeals process, contact the Honors Director at 271-4535.

Disability Accommodation: Students seeking accommodations must first provide documentation of needed accommodations to the Accessibility Resource Center (ARC) located in Eder Hall, Suite 203. Once accommodations have been approved by the ARC, students are responsible for notifying their instructors of those accommodations. This should be done within the first two weeks of classes. Accommodations are not retroactive.

Additional Academic Support: Students who find themselves struggling in this class should always feel free to contact the instructor. Additional support is available through the Center for Academic Support (Hearnes Center room 213). Additional information is available on their web site at <http://missouriwestern.edu/cas/>. If you feel that you are falling behind or struggling with writing or reading requirements, seek support as soon as possible.

Mid-Term Grade Reports: MWSU policy requires the reporting of midterm grades to students so that they may make informed withdrawal decisions. If you receive a “D” or an “F” on your midterm report, you should set up a meeting to discuss your grade.

Assistance with Stress Management/Personal Problems: Students wishing to talk with a trained professional regarding relationship issues, mental health, stress, etc. are encouraged to contact the Counseling Center at (816) 271-4327, which is located in Eder Hall room 209 and is open from 8 a.m to 4:30 p.m. Monday-Friday. More information can be found here: <https://www.missouriwestern.edu/student-services/counseling/>

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students, 226 Blum Student Union, for a list of resources and support. The Campus Cupboard is a free resource with pantry and hygiene items, located at 214 Blum Student Union. The pantry is typically open Tuesdays and Thursdays from 2-4 pm and by appointment. You can stop by the Vice President for Student Affairs Office, Blum 228, or contact the Dean of Students with questions or concerns.

Snow Days or Other Cancellation of Class: In the unlikely scenario that class must be cancelled, the instructor will send an e-mail to the class with instructions regarding how we will make up missed course material.

MWSU Course Materials Policy: Course materials including, but not limited to, PowerPoint slides, Panopto recordings, Canvas screen shots, class hand-outs, web-based and social media content, and course syllabi, are the intellectual property of the instructor and are protected by copyright law. Students in the course may download and make copies of course materials for the course student’s own use. Students are not allowed to publicly reproduce or distribute these materials or enable others to do so without the express written consent of the instructor. Failure to comply with this direction may constitute a violation of the Student Code of Conduct as outlined in the Student Handbook and result in disciplinary action by the University.

A Note on Harassment, Discrimination and Sexual Misconduct: Consistent with its mission, Missouri Western seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and University policy prohibit harassment, discrimination and sexual misconduct. Missouri Western encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to someone from the Campus and Local Resources list found in the Student Handbook (<https://www.missouriwestern.edu/studentaffairs/wp.../handbook.pdf>) about what happened so they can get the support they need and Missouri Western can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Missouri Western is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please visit the following website: <https://www.missouriwestern.edu/titleix/sexual-misconduct-policy/>

Students have received information via email regarding training regarding Title IX. Student employees may have additional required training. Please follow the link in the email sent to your MWSU student account to complete the training. Students who do not complete the training will receive a hold on their account, prohibiting future semester enrollment until the training is complete. These training courses will ensure that all students are appropriately educated about these important regulations.

Contact: If students have any questions, problems, or concerns whatsoever, they are highly encouraged to contact the instructor. The most efficient way to make contact is in person during my office hours. E-mail is also an effective mode of contact. I will do my best to respond to e-mails within 24-48 hours on weekdays when school is in session.

Schedule of Lectures, Discussions, and Readings*:

*Readings subject to minor changes

8/26 Introduction

Dr. Deka Visits class

8/28 Science, Magic, and Religion: The Challenge of Establishing Boundaries

Discussion: David C. Lindberg, "Science before the Greeks," in *The Beginnings of Western Science* (Chicago: University of Chicago Press, 2007), 1-20.

9/2 Labor Day-No Class

9/4 Science and Magic in the Ancient World

Discussion: Selections from Hippocrates, *Aphorisms* (c. 400 BCE); Pliny the Elder, *The Natural History*.

9/9 The Rise of Christianity and the Repositioning of Magic

Discussion: Benft Ankarloo and Stuart Clark, eds. *Witchcraft and Magic in the Middle Ages*, 14-20; Augustine, *On Christian Teaching* (426 CE) in *Witchcraft in Europe, 400-1700: A Documentary History*, ed. Alan Kors and Edward Peters (Philadelphia: University of Pennsylvania Press, 2001), 43-47; Bede (672/3-735), *The Conversion of England*.

9/11 Magic in the Middle Ages

Dr. Deka Visits class

Discussion: Benft Ankarloo and Stuart Clark, eds. *Witchcraft and Magic in the Middle Ages*, 20-26; Keickhefer, *Magic in the Middle Ages*, 43-55; David Lindberg and Michael Shank, eds., *The Cambridge History of Science, vol. 2: Medieval Science*, 613-617.

9/16 Degree planning workshop (location TBA)

9/18 The Medieval Condemnation of Magic

Discussion: Benft Ankarloo and Stuart Clark, eds. *Witchcraft and Magic in the Middle Ages*, 207-217; Burchard of Worms: *The Corrector, sive Medicus* (c. 1008-1012); Hugh of St. Victor: *The Didascalicon* VI.15 (Appendix B) (c. 1120); *The Theology Faculty of the University of Paris Condemns Sorcery* (1398), in *Witchcraft in Europe*, 63-70, 127-132; Stephen de Bourbon (d. 1261), *Of Superstitions*.

9/23 Film Showing: The Sorceress

9/25 Film Showing: The Sorceress

9/30 Science and Learned Magic in the Middle Ages

Discussion: Richard Kieckhefer, *Magic in the Middle Ages* (New York: Cambridge University Press, 2000), 116-144.

10/2 NO CLASS

***The Sorceress Film Critique due**

10/7 Alchemy, Chemistry, and Heresy in the Age of Reformation

Discussion: Peter Elmer, ed. *The Healing Arts: Health, Disease and Society in Europe 1500-1800*, pp. 84-97; Peter Elmer and Ole Peter Grell, eds., *Health, Disease and Society in Europe 1500-1800: A Sourcebook*; P.G. Maxwell-Stuart, ed., *The Occult in Early Modern Europe*, pp. 84-98, 164-169, 191, 198-202.

10/9 Witch Trials and the Decline of Magic

Discussion: Edward Bever, "Witchcraft Prosecutions and the Decline of Magic," *Journal of Interdisciplinary History* 11, no. 2 (2009): 263-293.

10/14 The Scientific Revolution: An Overview

***Essay writing overview**

Discussion: Excerpts from Nicolas Copernicus, *On the Revolutions of the Heavenly Orbs* (1543); Galileo Galilei, *The Starry Messenger* (1610); Documents relating to the trial of Galileo. [A full list of readings for the Mock Trial and essay will be provided]

10/16 Trial of Galileo I

Group Work: *Preparation for Mock Trial*

10/21 Trial of Galileo II

Group Performance: *Mock Trial*

10/23 Heresy, Philosophy, and Science I

Discussion: 1-99

10/28 Heresy, Philosophy, and Science II

Discussion: 100-180

10/30 Research Day: Visit Library

11/1 ***Scientific Revolution Essay due**

11/4 The Newtonian Universe I

Discussion: Isaac Newton, *Letter to Philosophical Transactions of the Royal Society* (1687); *Selections from Principia* (1687), *Thirty-first Query to the Opticks* (1718) in *The Scientific Revolution: A Brief History, with Documents* ed. Margaret C. Jacob (Boston: Bedford/St. Martin's, 2010), 95-106.

11/6 The Newtonian Universe II

Discussion: J.T. Dobbs, "Newton as Final Cause and First Mover," *Isis* 85, no. 4 (1994): 633-643.

11/8 ***Research proposal due**

11/11 Medicine and Magic in the 17th and 18th Centuries

Discussion: "Medicine and Magic," in *The Occult in Early Modern Europe*, 148-160; Barbara Beigun Kaplan, "Greatrakes the Stroker: The Interpretations of His Contemporaries," *Isis* 73, no. 2 (1982): 178-85.

11/13 Science as Religion in the Enlightenment

Discussion: Excerpts from Voltaire, *Philosophical Dictionary* (1761).

11/18 Science, Magic, and Religion in the Modern World

Discussion: "Magic in the Modern West from 1800," in Michael Bailey, *Magic and Superstition in Europe: A Concise History from Antiquity to the Present* (Rowman and Littlefield, 2007), 215-247.

11/20 Magic in Modern Media: A Discussion

***Modern Film Critique due**

11-24 – 12-1 Fall Break-No class

12/2 Research Presentations

12/4 Research Presentations

12/9 ***Research Essays Due**

12/11 Final Exam Period at 2:30 p.m.

Research Presentations (if needed)