



**SCHOOL OF HISTORY, PHILOSOPHY, POLITICAL SCIENCE AND INTERNATIONAL RELATIONS**

**HISTORY PROGRAMME**

**2008 – Full Year**

**HIST 407: A TOPIC IN EUROPEAN HISTORY 1: MAGIC, WITCHCRAFT, RELIGION AND SCIENCE IN  
EARLY MODERN EUROPE**

**COURSE GUIDE**

**LECTURER:** DR GLYN PARRY  
OK414  
463-6776

**SEMINARS:** FOLLOWING THE INITIAL MEETING, TWO-  
HOUR CLASSES AT APPROXIMATELY  
FORTNIGHTLY INTERVALS, ON DATES TO BE  
AGREED

**TIME:** MON 10am-12noon WOOD SEMINAR ROOM

**OFFICE HOURS:** Wednesday 3-4 or by arrangement individually

**ADDITIONAL INFORMATION:** via email and Blackboard

**CONTENT AND AIMS OF THE COURSE:**

The course examines how European views of the world changed between c.1500 and c.1750, through the lens of the changing status of magical beliefs and witchcraft accusations, in the context of religious changes and the emergence of early 'scientific' understanding.

The course will study that society's magical, religious and natural philosophical beliefs, as a product of that culture rather than from the retrospective perspective of our modern, 'scientific' culture. Its main aim will therefore be to cultivate that important quality without which no one can be a trained historian - the ability to use an informed and disciplined imagination to understand a past society in its own terms, and thus to decide which of a number of conflicting modern interpretations of that society is nearest to the truth.

In achieving this aim students need to bear three points in mind: first that we are dealing with a very different culture from our own, with a totally different way of looking at the world. Therefore a considerable effort of imagination is required to enable you to encompass that different mental outlook.

Secondly, we are dealing with ways of looking at the world which are probably unfamiliar to you, but with which you have to familiarise yourself quite quickly using printed and sometimes manuscript writing from the period. The course will emphasise the use of these primary sources.

Thirdly, we are dealing with ideas, not the more concrete historical ‘facts’ that might be the focus of courses at undergraduate levels, and therefore you must learn to discriminate between the two.

Consequently the first eight weeks of the course will be vital in establishing an overview of the subject area, and your particular areas of focus, partly through class discussion, but mainly through your independent reading. You must very quickly establish a steady routine of research that you can maintain throughout the year. This self-disciplined approach is the only way to succeed at Honours level, since the workload is far greater, and teaching staff have much higher expectations of the ability of students to conduct competent, self-directed work.

### COURSE OUTLINE

1. Organisation; Introduction to Primary Sources and Techniques for using them.
2. Further Introduction to Sources and Techniques
3. The framework of life in the period: *student presentations* on: Monarchy and monarchs, the Courts of Europe, representative assemblies, Reformation and Counter-Reformation attitudes to magic and witchcraft
4. The framework of life: *student presentations* on: Social hierarchy and local government, ‘popular’ religion and beliefs, ‘elite’ beliefs, the early modern family, the Enlightenment
5. Introduction to Palaeography (*Greek* = ‘Old Writing’); historiographical issues
6. Further work on Palaeography; more on historiographical issues

7-14: Subjects of classes to be determined by student choice of seminar presentation, at dates to be agreed from Monday 28 April to Monday 6 October

### COURSE OBJECTIVES

Students passing the course should be able to:

1. Work independently in researching and writing to deadlines
2. Demonstrate abilities in critical reading of primary and secondary sources
3. Demonstrate knowledge of the major developments in Western European magic, witchcraft, religion and natural philosophy in the period and the ability to relate those developments to the wider cultural background
4. Present their findings and interpretations fluently through oral, written and visual means.

### A NOTE ON THE RECOMMENDED READING:

The HIST 407 introductory bibliography is available on the VUW Library catalogue under ‘Course Reserve’

### SELECTED INTRODUCTORY READING ON ‘THE SCIENTIFIC REVOLUTION’:

Q125 K89I	H. Kragh	<i>An Introduction to the Historiography of Science</i>
Q125 H174R	A.R. Hall	<i>The Revolution in Science 1500-1750</i>
Q125 K24S	H.F. Kearney	<i>Science and Change, 1500-1700</i>
Q127 E8 S642S	A.G.R. Smith	<i>Science and Society in the Sixteenth and Seventeenth Centuries</i> (1972)

BL245 K78S	A. Koestler	<i>The Sleepwalkers</i> (1959)
Q125 W658 S4	W.P.D. Wightman	<i>Science and the Renaissance</i> (1962)
GN357 T155M	S. Tambiah	<i>Magic, Science, Religion and the Scope of Rationality</i> (1990)
Q125 R288		<i>Reappraisals of the Scientific Revolution</i> eds. D.C. Lindberg & R.S. Westman (1990)
	J.D. North	<i>The Universal Frame: historical essays in astronomy, natural philosophy and scientific method</i> (1989)
Q175 L879P	J. Loslee,	<i>Philosophy of Science and historical enquiry</i> , (1987)
pQ175 M6685	E. McMullin	'The history and philosophy of science: a taxonomy', in <i>Historical and Philosophical Perspectives of Science</i> ed. R.H. Stuewer, (1970)
Q175 K92S	J. Krige	<i>Science, revolution and discontinuity</i> (1980)
rQ126.9I43	P. Corsi	<i>Information Sources in the History of Science</i>
*Q125 H477	A. Hellemans	<i>The Timetables of Science: a chronology</i>
pQ125 5933	(Journal)	<i>Studies in history and philosophy of science</i>
pQ125 H673	(Journal)	<i>History of Science</i>
Q125 R768C	C.A. Ronan	<i>The Cambridge Illustrated History of the World's Science</i> (1983)
rQ174.7 D953	P.T.Durbin	<i>Dictionary of concepts in philosophy</i>
refZ7401 I181	(Journal)	ISIS: Cumulative bibliography

As the *Honours Prospectus* points out, the Course Reserve list and the above list are only the beginning of your work, and you are expected independently to use the various bibliographical aids available through the library to discover additional sources for each topic, both to read around this subject so as to get an overview, and to read more deeply in specific areas which interest you. Reading designated texts for each seminar is the bare minimum of preparation. Relevant new books arrive all the time – find them !

It is very important to note that the Turnbull Library has 18,000 books published before 1800, and microfilms of all books printed in English from Caxton to 1700. Some of these books are still not available on EEBO. In the event one of your sources is only available on microfilm at the Turnbull I will give you advice on how to obtain it.

#### ASSESSMENT AND EXPECTATIONS:

##### Workload

The Faculty of Humanities and Social Sciences suggests that students should spend an average of 12 hours a week for a FY 400-level course. Careful study of the essential reading for each meeting is your obligation.

##### Mandatory Course and Grade requirements

1. To pass the course each student must:

- a) Complete the assignments specified for this course, on or by the specified dates (subject to such provisions as are stated for late submission of work);
- b) Attend at least 10 seminars;
- c) Gain an overall grade of C, 50 for the work that is specified as contributing to this final grade

Faculty guidelines permit you to miss up to 2 seminars without penalty. Extra absences will result in a student failing terms, except in cases of serious illness (supported by a medical certificate), or serious

personal crisis. THERE IS NO PROVISION IN THIS COURSE FOR MAKE-UPS TO COMPENSATE FOR ADDITIONAL ABSENCES EXCEPT UNDER THOSE CIRCUMSTANCES. You should allow for the possibility of unforeseen illness when using up your quota of permissible absences. **If you are not able to attend any seminar, phone (463-6776), or email glyn.parry@vuw.ac.nz**

2. **The FINAL DATE on which any written work can be accepted in this course is Friday 31 October. The provision for late submission with a penalty does not apply beyond this date. Permission to submit work after that date must be sought in writing from the Head of History, and will only be granted for serious medical reasons (supported by a medical certificate), or in case of serious personal crisis.**

#### Assessment:

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| 30% | Seminar paper of 2,000 words.<br>Date due: 2 weeks after your seminar presentation |
| 70% | Major Research Essay of 4,000 -5,000 words.<br>Date due: September 30              |

Lateness or plagiarism : these should not be encountered at Honours level.

#### SUBMISSION OF PAPERS:

On the day your seminar topic is being discussed you must bring copies of a summary (one side of A4) of your **opinions** on the topic for distribution to the class.

You must then introduce the topic, usually for 20 minutes only, speaking to your one-page.

Do **not** read a finished paper verbatim. The point of the presentation is to identify strengths and weaknesses in your research and argument, to enable you to improve your draft before submitting your final version.

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After the seminar you have two weeks to complete your paper, to be handed in at the next meeting of the class.

Follow the following rules when submitting your paper. If you do not, your paper will be returned unmarked until it does conform.

1. Use 12-point Times New Roman
2. DOUBLE-SPACE all main text typing
3. Use footnotes, not end notes
4. Use *Writing History Essays* for all formatting and style issues (available from Student Notes)

History Programme Policy: **Written work that fails to abide by History's guidelines, as set out in *Writing History Essays*, will be penalised, and may be failed.**

#### Penalties for late submission of work:

Students will be penalized for late submission of essays - a deduction of: 5% for the first day late and, 2% thereafter for a maximum of 8 days thereafter work can be accepted for mandatory course requirements but will not be marked.

However, penalties may be waived if there are valid grounds, e.g., illness (presentation of a medical certificate will be necessary) or similar other contingencies. In such cases prior information will be necessary.

#### Electronic Submissions

Electronic submission of written work is not normally acceptable, and is allowed **only with the prior permission of the Course Co-ordinator**. Exceptions may be granted where serious circumstances (e.g. illness) prevent you from submitting the essay in person. In this case a **paper copy** of the work must also be submitted by a date agreed with your lecturer. **PLEASE NOTE THAT RESPONSIBILITY FOR ENSURING THAT THE LECTURER RECEIVES A READABLE COPY OF WRITTEN WORK REMAINS WITH THE STUDENT.**

## Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were ones own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct. All cases will be recorded on a central database and severe penalties may be imposed. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website: [www.victoria.ac.nz/home/study/plagiarism.aspx](http://www.victoria.ac.nz/home/study/plagiarism.aspx)

## Statement on the use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an online plagiarism

prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other your tutor or students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. At the discretion of the head of School, handwritten work may be copy typed by the School and subject to checking by Turnitin. You are strongly advised to check with the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

## Aegrotats

Please note that under the Assessment Statute (Sections 4.5) students may now apply for an aegrotat pass in respect of any item of assessment falling within the last three weeks before the day on which lectures cease. In the case of **full year** courses in 2008 the starting point for this period is **Monday 15 September 2008**.

### The following rules apply:

- where a student is not able to sit a test falling within these last three weeks because of illness or injury etc., an alternative test will be arranged where possible. If the student has completed in the view of the course supervisor, sufficient marked assessment relevant to the objectives of the course, an average mark may be offered. Where a student has an essay or other piece of assessment due in the last three weeks, and has a medical certificate or other appropriate documentation, the student will be given an extension.
- if none of the above is available to the student, e.g., if she/he has an ongoing illness, than an aegrotat will be considered. See Assessment Statute (Sections 4.5) for a full explanation of the rules governing the provision of aegrotats in these circumstances.

## GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support