

HIST 215 / RELG 206: The History of the Devil

CONTACT INFORMATION

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COURSE OVERVIEW:

A survey of the beliefs and practices associated with the demonic and the Devil from ca. 500 B.C.E. to the 20th century.

LEARNING OUTCOMES

Upon successful completion of this class, students will be able to

1. Define, summarize, and evaluate the main developments in ideas about the existence and qualities of demons and the Devil, their interactions with human beings, and their place in religious systems.
2. Describe the ways in which images of the demonic are reflected in and affect perceptions of demons found in other sources.
3. Critique the ways that scholars have used primary materials to construct a broader narrative about the Devil and demons.
4. Apply various forms of historical documentation to the analysis of demonic activities and qualities and to human interaction with them.
5. Construct a basic argument about the historical issues involved in the study of the demonic and the changes that have occurred over time in humans' attitudes towards the demonic.

REQUIRED TEXTS:

The following books should be purchased. They are available at the South Carolina bookstore:

- Amorth, Gabriele. *An Exorcist Tells his Story*. trans. Nicolette V. Mackenzie. Fort Collins, CO: Ignatius Press, 1999. (Can use other, English-language editions).
- Kieckhefer, Richard. *Forbidden Rites: A Necromancer's Manual of the Fifteenth Century*. University Park: Penn State University Press, 1998.
- Menghi, Girolamo and Gaetano Paxia. *The Devil's Scourge: Exorcism in Renaissance Italy*. Boston: Weiser Books, 2003.
- Muchembled, Robert. *A History of the Devil*. New York: Polity Press, 2003.
- Sources posted on Blackboard (see schedule in Topic Outline of Course for specific information)

Be sure to get the correct edition and/or publisher, because other editions may have different page numbers and contents.

Course Policies

Assignments (Types):

- Quizzes will take place online via Blackboard and during discussion sections. They consist of multiple choice questions based on the chapter study guides (found on the class Blackboard site and in your Reader) and analyses of primary sources (found in your textbook, CourseMate, or Reader). Detailed directions for quizzes will be distributed on the first day of discussion section, and rubrics will be provided then. Your lowest quiz grade will be dropped, and if you miss a quiz, that will be the grade that is dropped. In other words, there are no make-up quizzes because they assess, in part, if you are keeping up with class materials. (Quizzes address learning outcomes 2, 3, and 5)
- Short papers are 1-2 page, typed responses to questions based on primary source readings. They will be graded on 1) how analytical and historically grounded your response is, 2) how well the source is used to support your point, and 3) how clearly and logically you make your argument. Detailed directions will be distributed in class a week before each paper is due, and rubrics will be provided then. (Essays address learning outcomes 2, 5, 6, and 7.)
- Exams will consist of identifications and short essays based on your textbook, the Reader, class lecture, and section discussions. They cover the material for the unit. Detailed study guides and possible essay topics will be distributed in class a week before each exam, and rubrics will be provided then. (Exams address learning outcomes 2, 3, 4, and 5)
- The final will combine aspects of past exams and quizzes: essays, primary source analysis, identifications, and multiple-choice questions and will be based on the same materials as exams and quizzes. It is not cumulative. Detailed study guides and possible essay topics will be distributed in class a week before each exam. (The final addresses all learning outcomes.)
- Discussion Questions (DQs) are 1-2 page, typed responses to questions based on that day's readings. We will be discussing these readings in class on the day the papers are due, and the papers are designed to give you something to talk about! They will be graded on 1) how thoughtful your response is (that is, how historically grounded and analytical your response is), 2) how well the source is used to support your point, and 3) how well you express your argument. NOTE that you may choose which of the 6 possible times is best for you when writing your 4 DQs.
- Exams will consist of short response questions and essays based on your secondary sources, primary source readings, and class lecture and discussion for each unit. (In other words, no multiple choice questions.) Detailed study guides and possible essay topics will be distributed in class one week before each exam and/or posted on line.
- Papers are c. 5-6 pages long and will be based on analyses of Amorth, Kieckhefer, and Menghi's books.

Assignments (General Policies):

- All assignments are due at the beginning of class and will be considered late if they are handed in at any time after that. Late papers will be penalized one grade for every 24 hours they are late. Papers handed in 72 hours late or more will receive an F.
- Guidelines and rubrics for papers and other work will be on assignment sheets, which will be distributed in class approximately one week before an assignment is due. (Yet another reason to attend regularly!) Follow those guidelines exactly, or your assignment may be considered late or incomplete.
- If you need an assignment early, you must contact me well in advance of when the assignment is due (generally over a week ahead of time).
- You should also make a hard copy of all assignments. Papers and discussion questions will be discussed in class the days that they are due, and if you have a copy you have specific examples you can use. Also, if assignments are lost, it is your responsibility to have a backup, and the second copy will work as one.
- No incompletes will be assigned. Use the syllabus to plan ahead.
- There is no extra credit!

Attendance:

Regular and punctual attendance is expected, as is attentiveness. Both attendance and participation are essential to the learning process, especially during discussions. Even if you don't see me calling role, I do mark it down in the gradebook after class.

University regulations state that “absence from more than 10% of the scheduled class sessions whether excused or unexcused is excessive” and will damage your grade. In the case of this class, where we have less than 30 class meetings, 10% will equal more than 3 absences. For this reason, each absence counts against your participation grade, and each late counts as 1/3 of an absence. While missing 1 class will not substantially affect your grade, 3 or more will. Attendance in this case means arriving on time, remaining attentive, and staying for the entire period.

Students with 4 or 5 absences will have their grade lowered by one-half of a letter grade; with 6 or 7 absences, the grade will be lowered by a full letter. 8 or 9 absences will have their grade lowered two letters. Students missing more than 9 classes will automatically fail the course. Save up your absences so that you can use them for school activities or illness.

In case of emergency, be sure to contact me **as soon as possible**, and if you will be absent for a school project or family emergency you must bring documentation supporting your absence and notify me **before** the days you are absent from class. My office phone number has voice mail, you can send me an email, or you can call the History Dept. (777-5195); in other words, there are MANY ways to contact me even if I'm not in my office. Notifying me after an absence of a week or two generally leaves me with few options, especially given the College of Arts and Sciences attendance policy. In addition, repeated absences will hurt your grade in any circumstance, because you will be unable to participate in class discussions and will not benefit from those discussions and lectures. Repeated absences prevent you from fulfilling class requirements!

Classroom Behavior:

- You may use laptops to take notes, but if you wish to do so you must sit in the first three rows of lecture and in the first two rows of discussion sections. Students using laptops in other parts of the classroom will be told to move or to shut their computer off.
- All cell phones, pagers, and other electronic devices that make noise must be set to be silent during class, and no text messaging, web browsing, etc. are permitted unless authorized by your instructor. Any students who use their technology for anything other than academic purposes relating to this class will face penalties on their participation/attendance grades and may be told to leave the class. Such activities not only hinder your learning, but they disturb other students.
- If you read newspapers, pass notes, chat with friends, and engage in other disruptive and disrespectful behavior, you will be asked to leave class, and your behavior and the absence will count against your class participation grade. You may also be referred to the Office of Student Judicial Programs.

Disability Accommodations:

This course follows the policies recommended by USC's Office of Student Disability Services, especially that "Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for appropriate accommodations." Students must provide me with written documentation of their disability from Disability Services, and that office will explain the steps the student is responsible for in order to receive accommodations for exams and other assignments.

Grading:

The approximate percentages are:

36%	3 papers (150 points each)
24%	2 Exams (120 points each)
20%	Discussion Questions (50 points each)
20%	class participation. This includes attendance, participation, and other assignments if necessary.

- If you feel that you have done poorly on a DQ, you may turn in another to replace the lower of your DQ grades. NOTE that this is not extra credit, but a replacement of one grade for another. Also, you may only take advantage of this option once.
- If your work has improved over the term, the final grade will reflect that improvement.
- Percentages convert to the following letter grades on individual assignments: 100-93% = A; 92.9-90% = A-; 89.9-87% = B+; 86.9-83% = B; 82.9-80% = B-; 79.9-77% = C+; 76.9-73% = C; 72.9-68% = C-; 67.9-64% = D+; 63.9-60% = D; 59.9-50.1% = D-; 50% and lower = F
- For final grades the percentages convert as: 100-90% = A; 89.9-87% = B+; 86.9-80 = B; 79.9-77% = C+; 76.9-68% = C; 67.9-64% = D+; 63.9-50.1% = D; 50% and lower = F

Make-Ups:

- Make-up exams will only be given in exceptional circumstances; oversleeping, insufficient time to study, etc. are NOT considered exceptional. Students need to contact me no more than **five** days after the exam's scheduled date to be put on the list for make-ups and will only be allowed to take a make-up if they are on the list. Weekends and holidays count in computing the days. If you contact me a week or more after the exam, it is unlikely that you will be allowed to make it up.
- All make-ups will be given on Saturday, December 7, at 10 a.m. in Gambrell 153. It is your responsibility to make arrangements so that you can take the make-up as scheduled. This will be the **ONLY** time make-ups are administered.
- Make-up exams will follow exactly the same format as the original exam and will use the same study guide. Obviously, the questions will be different.
- Students who miss the final exam will receive an F on that exam, and their course grade will be figured accordingly and immediately. If you contact me before course grades are submitted and provide appropriate documentation for an excused absence (see the reasons above), I will provide a make-up final. If you contact me after the grades are filed, you still must provide the same documentation, but at that time we will decide how to handle the situation in compliance with university policies.

Web Site:

- You can access a web site for History 215 on Blackboard, and you will be expected to use it for both studying and your timed quizzes. On it you can also find this syllabus, assignments, basic class outline, and some class readings. While not every handout can be included, you should be able to access most supplemental materials.
- You are required to check your USC mailbox (email.sc.edu) regularly as announcements and other class materials may be sent there. If you use another email account more frequently, you can set up your USC account to forward messages to this other account. Contact the Computer Services Division (CSD) if you have any questions about how to set up your email account and/or the forwarding service.
- If you have missed a class, you should check the relevant dates and the "Announcements" section on Blackboard. Be aware, however, that there may be a lag time between class and posting about that class. Using the web site DOES NOT replace coming to class; it's a backup. Always check with me, your TA, or one of your classmates.
- Knowledge of how to use SafeAssign is a required. You are responsible for knowing what formats (.doc, .docx, .pdf, and .rtf) and browsers SafeAssign accepts. You should check with the computer lab in Gambrell Hall or some other campus computer facility before the first assignment is due to be sure that you know how to use it and what its quirks may be. Inability to submit via SafeAssign does not excuse a late paper.
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SYLLABUS

The following syllabus is a general overview of class topics and due dates for major assignments. The first line for each class meeting announces the topic for the day. *The line in italics tells the readings for that day.* Please bring the books used for the day's reading to class on that day. **Boldface indicates the date of a major assignment or test.** Other assignments and information

about the reading will be announced in lecture or in section. For these reasons, attendance is essential; "I wasn't in class" will NOT be accepted as an excuse.

UNIT 1: The Devil & his Minions from their Creation to the Reformation

week 1

Class Introduction.

Ancient Roots of the Demonic

week 2

The Devil in Early Christianity

Reading: Muchembled, 1-21; Blackboard

Demons in the Monastery

Reading: Blackboard

Discussion Question

week 3

The Devil & Salvation

Reading: Muchembled, 21-34

Fighting the Devil

Reading: Blackboard

week 4

Death & the Devil: The Rise of the Demonic after the Black Death

Reading: Blackboard

Devilish Actions: The Devil in Folklore

Reading: Blackboard

Discussion Question

week 5

Demons & Medieval Science

Discussion of Kieckhefer, *Forbidden Rites*

Reading: Richard Kieckhefer, *Forbidden Rites*

Paper due

week 6

The Devil & the Other: Jews & Ritual Murder

Reading: Blackboard

Discussion Question

The Devil in the Americas

Reading: Blackboard

week 7

The Antichrist and the Reformation

Reading: Muchembled, 35-52; Blackboard

Exam

UNIT 2: Modern Devils: From Foes to Phantoms

week 8

Demons, Gender, & the Human Body

Reading: Muchembled, 52-96

Discussion of *The Malleus Maleficarum*

Reading: Institoris/Maxwell-Stuart, *The Malleus Maleficarum*

Discussion Question

week 9

Demonology & Devil Books

Reading: Muchembled, 96-116

Witches & Demons

Reading: Muchembled, 116-47; Blackboard

week 10

Demonology and the Law

Reading: Blackboard

Discussion Question

Treating those Afflicted with Demons

Reading: Blackboard

week 11

Discussion of Menghi, *The Devil's Scourge*

Reading: Muchembled, 148-81

Disillusionment with Demons

Reading: Midelfort, *Exorcism and the Enlightenment*

Paper due

week 12

Rationalizing the Devil

Reading: Blackboard

Discussion Question

week 13

Romantic Devils

Reading: Muchembled, 181-96

Adopting the Demonic

Reading: Muchembled, chapter 7

week 14

Psychoanalyzing the Devil

Reading: Blackboard

The Church of the Devil

Final paper

Bibliography: History of the Devil

All of the following books are available at USC's libraries. There are also many other books that might have relevant sections given that beliefs about and practices relating to the demonic touch so many fields: history, religious studies, psychology, anthropology, literature, etc.

- Amorth, Gabriele. *An Exorcist Tells his Story*. trans. Nicolette V. Mackenzie. Fort Collins, CO: Ignatius Press, 1999.
- Bodin, Jean. *On the Demon-Mania of Witches*. trans. Randy A. Scott. Abridged Jonathan L. Pearl. Toronto: CRRS, 1995.
- Boureau, Alain. *Satan the Heretic: The Birth of Demonology in the Medieval West*. trans. Teresa Lavender Fagan. Chicago: University of Chicago Press, 2006.
- Brakke, David. *Demons and the Making of the Monk: Spiritual Combat in Early Christianity*. Cambridge: Harvard University Press, 2006.
- Ellis, Bill. *Raising the Devil: Satanism, New Religions, and the Media*. Lexington: University Press of Kentucky, 2000.
- Hallett, Nicky. *Witchcraft, Exorcism and the Politics of Possession in a Seventeenth-Century Convent*. Burlington, VT: Ashgate, 2007.
- Johnstone, Nathan. *The Devil and Demonism in Early Modern England*. New York: Cambridge University Press, 2006.
- Kieckhefer, Richard. *Forbidden Rites: A Necromancer's Manual of the Fifteenth Century*. University Park: Penn State University Press, 1998.
- Lancre, Pierre de. *On the Inconstancy of Witches*. eds. Gerhild Scholz Williams, Michaela Giesenkirchen, and John Morris. trans. Harriet Stone and Gerhild Scholz Williams. Tempe, AZ: ACMRS, 2006.
- Levack, Brian P., ed. *Articles on Witchcraft, Magic, and Demonology*. 12 vols. New York: Garland, 1992.
- Maggi, Armando. *In the Company of Demons: Unnatural Beings, Love, and Identity in the Italian Renaissance*. Chicago: University of Chicago Press, 2006.
- Maxwell-Stuart, Peter G., ed. *The Malleus Maleficarum*. Manchester: Manchester University Press, 2007.
- Menghi, Girolamo and Gaetano Paxia. *The Devil's Scourge: Exorcism in Renaissance Italy*. Boston: Weiser Books, 2003.
- Messadié, Gerald. *A History of the Devil*. trans. Marc Romano. New York: Kodansha International, 1996.
- Muchembled, Robert. *A History of the Devil*. New York: Polity Press, 2003.
- Pagels, Elaine. *The Origin of Satan: How Christians Demonized Jews, Pagans, and Heretics*. New York: Vintage, 1996.
- _____. "The Social History of Satan, the 'Intimate Enemy': A Preliminary Sketch." *The Harvard Theological Review* 84:2 (April 1991): 105-28.
- Partridge, Christopher and Eric Christianson, eds. *The Lure of the Dark Side: Satan and Western Demonology in Popular Culture*. Oakville, CT: Equinox, 2009.
- Pearl, Jonathan L. *The Crime of Crimes: Demonology and Politics in France, 1560-1620*. Waterloo, ON: Wilfrid Laurier University Press, 1999.
- Russell, Jeffrey Burton. *The Prince of Darkness: Radical Evil and the Power of Good in History*. Ithaca: Cornell University Press, 1988 (This book is one of a 5-volume series on the history of the devil written by Russell.)
- Schock, Peter A. *Romantic Satanism*. New York: Palgrave Macmillan, 2003.

- Scott, Walter. *Letters on Demonology and Witchcraft*. introduction P.G. Maxwell-Stuart. Ware: The Folklore Society, 2001.
- Stanford, Peter. *The Devil: A Biography*. New York: H. Holt, 1996.
- Stephens, Walter. *Demon Lovers: Witchcraft, Sex, and the Crisis of Belief*. Chicago: University of Chicago Press, 2002.
- Von Glahn, Richard. *The Sinister Way: The Divine and Demonic in Chinese Religious Culture*. Berkeley: University of California Press, 2004.
- Weyer, Johann. *Witches, Devils, and Doctors in the Renaissance*. ed. George Mora and Benjamin Kohl. trans. John Shea. Tempe, AZ: ACMRS, 1998.
- Wray, T.J. and Gregory Mobley, *The Birth of Satan: Tracing the Devil's Biblical Roots*. Basingstoke: Palgrave Macmillan, 2005.