History 620 Topics in European History: Greco-Roman Witchcraft
Professor E. A. Pollard
Spring 2017 Wednesdays 4:00-6:40 PM in Arts & Letters 566
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Office hours: AL 527, Mondays and Wednesdays, 12:00-1:30 PM

Course Description:
The goals of this course are 1) to familiarize students with the significant methodological concerns surrounding the study of magic in the Greco-Roman World, the wider historiographic context of witchcraft studies, recent critical scholarship on magic in antiquity, and the primary and ancient secondary sources available for investigating this topic and 2) to have the students experience the 'spirit of the academy' by exploring in detail some of these issues as a group in seminar-style discussion and in their own focused research project. This course will utilize historical methods while drawing on methods from sociology, anthropology, religious studies, and gender studies in order to dissect this multi-disciplinary topic. In order to accomplish these goals, 1) students will read from and discuss in class ancient magical texts, ancient fiction, historical and legal sources from antiquity, and modern critical essays and monographs and 2) students will conduct and share individual research projects. In order to assess students' achievement of these goals, graded assignments will include class participation (measured by 3-page essays on the readings; preparation for, and active participation in, discussion; and two on-line summaries), a formal research proposal with properly-formatted bibliography (1,500 words), an abstract (300 words), a formal class presentation on an ongoing research project (with ppt and handout), a formal response to a peer's paper (750 words), and a formal paper (5,000 words) developed out of that research.

Grading:
Although the work of a historian is sometimes conducted in isolation, his/her work is evaluated and discussed within the wider community of academia. The grading and assignments for this course will reflect that discourse. Consequently, attendance at class-meetings IS REQUIRED. As a general rule, extensions on assignments will not be granted. PLAN AHEAD. Late work will result in a lowered grade (one letter grade per day late for major assignments; late 3-pagers will not be accepted). Among other uses, Blackboard will be actively employed for posting and reviewing of student work, posting of discussion summaries by students, continuation of classroom discussion, submitting work via turnitin, and posting of assignment guidelines and help-sheets. Googledocs will also be used for sharing of student work and other materials.

In your written work and in your classroom involvement (both in person and on-line) you will be expected to adhere to "acceptable standards of conduct" as discussed on the web page for the Center for Student Rights and Responsibilities (http://www.sa.sdsu.edu/srr/). Plagiarism on an assignment will result in a zero on that assignment.

(50%) On-going Participation: Regular attendance is vital for consistent and valuable participation. Class time will focus on discussing the critical scholarship and on developing interpretive skills for working with the primary texts. The 50% for participation is allocated as follows: 10%, your preparation of the class readings as measured by your attendance and contributions to class discussions (simply occupying a seat does not amount to full credit); 30%, 3-page typed thoughts on the readings for weeks 2-10 (best six of nine counted for your grade) [highlighting the theses of the articles/books assigned for the day, points offered in support of those arguments, evidence used, your ideas about the ancient sources for the topic under discussion, issues that struck you as important, and substantive questions you want to discuss in class]; and 10%, pre-class questions (one set of 5-8 Qs, posted 48 hours prior to class) and 750-word post-class summaries (two summaries, posted within 48 hours of class).

(25%) Presentation of On-Going Research (including research proposal with bibliography, formal abstract, and in-class presentation) allocated as follows: (2.5%) In week 11, students will submit a 1,500 word formal research proposal and bibliography (following Chicago Manual of Style format). In week 12, students will meet with the professor and finalize a 300-word abstract (2.5%) of their research for submission to our “Magic Conference.” In weeks 13-15, students will deliver 10-minute presentations (15%) on their ongoing research to our “Magic Conference“ (grade includes handout and presentation) and a 5-minute formal response to a peer's paper (5%).

(25%) Final Paper: The final paper will be the culmination of the research proposal, presentations, and feedback process. It will: 1) present an organized argument on some aspect of Greco-Roman witchcraft, 2) be based on extensive research in both ancient primary sources and modern secondary scholarship, 3) be 5,000 words --- ca. 20 pages --- in length, 4) and include footnotes and bibliography following the Chicago Manual of Style.
Readings:

Readings for the course will draw from academic databases (accessed through the library website), online readings (made available through Blackboard and www), and traditional monographs and published edited collections.

Required texts:
(Library) Access via library.sdsu.edu; EITHER select “Journals” under the main find tab, then enter the journal title under in the first search box, then select the database that has the correct date run for the article; OR, select “Articles” under the main find tab, then enter the article’s title.
(Bb) Look in the course documents section of Blackboard for a scanned pdf of the document.
(Faraone) Faraone, Christopher A. Ancient Greek Love Magic (HUP, 2001).
(Gager) Gager, J. Curse Tablets and Binding Spells from the Ancient World (OUP,1999).
(Sourcebook) Ogden, D. Magic, Witchcraft and Ghosts in the Greek and Roman Worlds: A Sourcebook (OUP, 2002).
(DofH) Stratton, Kim and Dayna Kalleres, Daughters of Hecate (OUP, 2014).

CALENDAR OF READINGS AND ASSIGNMENTS

Readings are to be completed before class on the day for which they are assigned. Professor reserves the right to adjust the syllabus slightly, should the need arise.

Week One (1/18): Introduction

Week Two (1/25): Terminology and Sources
(Gager) "Introduction", pp. 3-41 of CTBS.
(Bb) Owen Davies, “Ancient and Medieval Grimoires,” Chapter in Grimoires (2009), pp. 6-43.
(Bb) M.W. Dickie, "The Formation and Nature of the Greek Concept of Magic" (pp. 18-46) and "Magic as a Distinctive Category in Roman Thought," (pp. 124-141), Chapters in Magic and Magicians in the Greco-Roman World (Routledge, 2003).
(PGM) Front-matter, and skim a few of the spells.

Week Three (2/1): Ritual Experts
(Sourcebook) Ch. 2 "Greek Sorcerers" and Ch. 3 "Alien Sorcerers"
(Bb) David Frankfurter "Ritual Expertise in Roman Egypt and the Problem of the Category 'Magician',' In Envisioning Magic, ed. Shafer and Kippenburg (1997), 115-35.
(PGM) Looking at some of the rituals in this book, what kind of expertise seems to be inherent in their performance? Provide some specific examples of your thinking.
Week Four (2/8): Magic in Greco-Roman Literature and Fantasy
(Sourcebook) Ch. 5 "Medea and Circe", Ch. 6 "Witches in Greek Literature", and Ch. 7 "Witches in Latin Literature" (Bb) Georg Luck, "Witches and Sorcerers in Classical Literature," in Witchcraft and Magic in Europe: Ancient Greece and Rome, ed. by B. Ankarloo and S. Clark (1999), 93-158.


(PGM) Looking at some of the spells in Betz, in what ways might these spur the imaginings you see in the literature?

Week Five (2/15): Legal Definitions of Magic


(Bb) The Theodosian Code and Novels "Introduction," "On the Cornelian Law on Cutthroats," and "Concerning Maleficium and Astrology and other similar things."

(Bb) Ancient Roman Statutes "The Twelve Tables" and "Cornelian Law on Murderers and Poisoners or Magicians."

(Online via Perseus) Tacitus, Annals of Rome I 53-III.28, IV.52-59, XII.64-69, and XVI.1-35.;

(Online via Perseus) Ammianus Marcellinus, Res Gestae XIX.12, XXVIII.1.1-45, and XXIX.1.1-3.5.


(PGM) Looking at some of the spells in Betz, can you imagine why some of these rituals might be considered illegal? Provide some examples of your reasoning.

Week Six (2/22): Magic in Public and Legal Competition
(Sourcebook) Ch. 10 "Curses" (Bb) H. S. Versnel "Beyond Cursing: The Appeal to Justice in Judicial Prayers" in Magika Hieria (1991), pp. 60-106.


(PGM) Find spells/rituals that would fall into this category. In what ways might these spells circumvent "legit" ways of resolving conflict and/or tap into existing social crises?

Week Seven (3/1): Health Spells and Other Amulets

(Bb) Roy Kotansky, "Incantations and Prayers for Salvation on Inscribed Greek Amulets," (pp. 107-137) and John Scarborough, "The Pharmacology of Sacred Plants, Herbs, and Roots," (pp. 138-174) chapters in Magika Hieria (1991).

(Gager) "Antidotes and Counterspells," pp. 218-42


(PGM) Find spells/rituals that would fall into this category. How does "magic" overlap with "medical" practice?

Week Eight (3/8): Erotic Spells
(Sourcebook) Ch. 11 "Erotic Magic"; (Gager) Sex, Love, and Marriage" (Bb) Bernadette Brooten "Inflame Her Liver with Love: Greek Erotic Spells from Egypt," Chapter in Love Between Women: Early Christian Responses to Female Homoeroticism (1996), 73-113;


(Betz) Find spells/rituals that would fall into this category. How might the perception of their "magical" quality be influenced by the identity of the erastes (lover) and eromenos (beloved)?
**Week Nine (3/15): Ghosts and Necromancy (et “CAVETE IDUS MARTIAE!!!”)**
(Sourcebook) Ch. 8 “Ghosts” and Ch. 9 “Necromancy”
(Bb) J.H.M. Strube “Cursed be he that moves my bones” in Magika Hiera (1991), 33-59.
Find and read reviews of Sarah Iles Johnston's Restless Dead (1999).
(Betz) Find spells/rituals that would fall into this category... what's "spooky" or problematic about harnessing the dead?

**Week Ten (3/22): Magic in the Nexus of Greco-Roman Religion (Varieties of Paganism, Christianity, and Judaism)**
(Bb) H.D. Betz, "Magic and Mystery in the Greek Magical Papyri" in Magika Hiera (1991), pp. 244-259.

How can the study of magic and witchcraft accusation in other historical contexts aid in the study of Greco-Roman Witchcraft?

***Formal Proposal (with Bibliography) due via Turnitin on Friday, 4/7, by 5PM***

**Week Twelve (4/12): Paper Conferences**
Meet with professor to discuss on-going research and up-coming presentation
Most up-to-date version of abstract e-mailed to prof by 4/10 (5PM)

**Week Thirteen (4/19): Presentations**
Presenters: Post your formal/final abstract to googledoc by 4/18 (5PM) and ppt to Bb by 4/19 (noon)
Non-Presenters: Read abstracts of the day's presenters; come ready with questions and feedback; within 48 hours post feedback re the presentations and abstract on Bb forum, as "reply" to each presenter's ppt.

**Week Fourteen (4/26): Presentations**
Presenters: Post your formal/final abstract to googledoc by 4/25 (5PM) and ppt to Bb by 4/26 (noon)
Non-Presenters: Read abstracts of the day's presenters; come ready with questions and feedback; within 48 hours post feedback re the presentations and abstract on Bb forum, as "reply" to each presenter's ppt.

**Week Fifteen (5/3): Presentations**
Presenters: Post your formal/final abstract to googledoc by 5/2 (5PM) and ppt to Bb by 5/3 (noon)
Non-Presenters: Read abstracts of the day's presenters; come ready with questions and feedback; within 48 hours post feedback re the presentations and abstract on Bb forum, as "reply" to each presenter's ppt.

**Week Sixteen (5/10): Conclusions**

*** PAPER DUE BY 4PM on Wednesday, 5/10 to turnitin via Blackboard***

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Background in the History of Greece and Rome

You need not have taken HIST 502 or 503 in order to do well in this course, but the more you do know about the historical and cultural milieu of Greece and Rome, the more thoroughly you will be able to track the development of the concept of magic in the Greco-Roman world. For useful background on some of the issues and people we will be encountering, I would recommend (but I do not require) the Oxford Classical Dictionary (Third Edition, Oxford 1996). Additionally, the following are general texts that will give you an overview of the history of Greece and Rome.


Journals Relevant to Studies in the Greco-Roman World

The following list of journals will help you find up-to-date discussions of hot topics in the scholarship on ancient Rome. Peruse recent volumes of these publications, as well as their indices, in order to find articles relevant to the topic you have chosen for your research paper this semester. *(held at Love Library)

*(AClass) Acta Classica PA 25 .A2
*(AJA) American Journal of Archaeology CC1 .A6
*(AJPh) American Journal of Philology P1 .A3
*(AncSoc) Ancient Society D 51 .A 53 (@ UCSD)
*(BSA) Annual of the British School at Athens DF11 .B6
* Antichthon PA1 A55
*(AR) Archaeological Reports DF 10 .J82
* Arethusa PA1 .A7
*(ANRW) Aufstieg und Niedergang der Romischen Welt DG209 .T36
*(BASP) Bulletin of the American Society of Papyrologists AS36 A497
*(CLAnt) Classical Antiquity DE1 .C64
*(CPh) Classical Philology PA1 .C5
*(CQ) Classical Quarterly PA1 .C6
*(CR) Classical Review PA1 .C7
*(CW) Classical World PA1 .C8
*(Altertum) Das Altertum DE1 A35
*(EMC) Echos du Monde Classique PA1 .E28
*(GRBS) Greek, Roman, and Byzantine Studies DE1 .G73
* Helios PA1 .H34
* Hesperia DF10 .H4
* Historia D51 .H5
*(JAC) Jahrbuch fur Antike und Christentum BR128 A2 J3 @ UCSD
*(JWCI) Journal of the Warburg and Courtauld Institute AS122 L8515
* Klio D51 .K6
*L'Annee Philologique: Bibliographie critique et analytique de l'antiquitee greco-latine PA3001 A65 (Ref) and online @ infodome
* Latomus PA 2002 L3
*(P&P) Past & Present D1 P37
* Phoenix DE1 .P45
*(REA) Revue des Etudes Anciennes PA12 R4
*(REL) Revue des Etudes Latines PA2002 R4
*(TAPA) Transactions of the American Philological Association P11 A522
*(ZPE) Zeitschrift fur Papyrologie und Epigraphik PA 3339 Z4 (@ UCSD)