

## Exam assignments KULH 1050 spring 2019

Final submission deadline: June 3 at 11:00 AM in *Inspira*

The exam consists of two assignments (portfolio), both must be submitted. Please design one document that consist of both assignments, each presented with separate bibliographies. Both assignments must be passed in order to pass the exam.

The assignments may be written in English or a Scandinavian language. Stick to the mandatory rules for writing academic texts. Use quotes correctly. For short guides on how to quote, paraphrase and make correct references consult the common reference styles explained here: <http://www.ub.uio.no/english/writing-publishing/>

### Assignment 2

Choose either a *or* b

a) Ideas and conceptions about the devil developed a specific genre of 'demonological' literature during the late middle ages and early modern period. These works not only conceptualized and explained the devil's position in the world, they also established important arguments for the witch hunts. Describe this genre of literature and the main features in its conception of the devil. Discuss why the devil received such a major role and pronounced position during the witch-hunts.

#### Assessment guidelines:

The students have received guidelines pointing at two main features of this assignment: Firstly, they should describe the demonological genre's conception of the devil through the attributes the devil received. Secondly, they should discuss the consequences of these attributes, namely the major role he receives during the witch-hunts.

It is expected that the student mention several important sources that speak of and defines the devil, such as Johannes Nider's *Formicarius*, Heinrich Kramer's *Malleus Maleficarum*, Jean Bodin's *The DemonMania of Witches*, James VI's *Daemonologie* but also skeptical literature such as Johann Weyer's *On the Illusions of the Demons on Spells and Poisons* and Reginald Scot's *The discoverie of Witchcraft*. Note that it is not enough to mention the literature, the student should also be able to extract and present key elements from the literature that points towards specific attributes. It is a huge plus if the student is also able to describe the development of the devil as a process over time and the transformation the devil went through from illusionary to real during the middle ages by using sources such as Augustine, canon episcopi, and Aquinas. It is also a plus if the student is able to integrate the visual art presented in these books (and elsewhere) as an important factor in the creation of the devil and his attributes even though this should not take up too much space in the assignment.

In the discussion of the consequences of the attributes the devil received the student should make active use of the syllabus. It is a plus if the student uses the cumulative concept presented by Levack to understand the devils role and position but also theories and studies presented in the *Witchcraft Reader* such as part three, six and eight. At a minimum students should use Levack's two books and Davies. Using less than three references should normally be reflected by a weaker grade.

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b) Ideas of 'magic' and 'witchcraft' changed throughout European history. How it was viewed and discussed in antique times was not necessarily the same from how it was perceived during the middle ages, during the witch hunts in the early modern period, and in the modern period. Use source texts and other articles and books from the syllabus to analyse how 'magic' and 'witchcraft' were described, understood, and used during the different historical periods. In what period were 'magic' and 'witchcraft' especially feared and why?

**Assessment guidelines:**

The students have been encouraged to see ideas of magic and witchcraft through the lenses of continuity and change. This may be by way of practice, concepts or other descriptions. They should answer why magic and witchcraft becomes such a threat to society during the witch-hunts, and use different later interpretations in doing so.

This assignment invites reflections on how magical practice developed from a fairly accepted part of everyday practice to a fundamental threat to society because the demonological element was added. Also, it invites reflections on the different magical traditions existing side by side (popular, learned). Those students that are able to bring their writing up to the occult revival of the nineteenth century and modern witchcraft today should be rewarded, especially if they are able to identify the changes in the modern way of viewing magic and witchcraft.

As a minimum they must identify the witch-hunts as the period where magic and witchcraft were especially feared. If they manage to take advantage of different parts of the syllabus in answering "why" it is a plus. At a minimum students should use Levack's two books and Davies. Using less than three references should normally be reflected by a weaker grade.