

## COURSE DESCRIPTION

*Gender relations, family, and magical practices in Europe (16th–20th centuries)*

Academic year 2026-2027

### 1. Programme-related data

1.1. Higher Education Institution	BABES BOLYAI UNIVERSITY
1.2. Faculty	HISTORY AND PHILOSOPHY
1.3. Doctoral School	DOCTORAL SCHOOL OF POPULATION STUDIES AND THE HISTORY OF NATIONAL MINORITIES
1.4. Field of study	HISTORY
1.5. Level of study	DOCTORATE

### 2. Course-related data

2.1. Course title	<b>Gender relations, family, and magical practices in Europe (16th–20th centuries)</b>			Course code	
2.2. Course coordinator	CS II Dr Marius Eppel				
2.3. Seminar coordinator	CS Dr Marius Eppel				
2.4. Year of study	1	2.5. Semester	I	2.6. Type of assessment	Exam
2.7. Course status	Compulsory		2.8. Course type	Core subject	

### 3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	3	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	1
3.4. Total of hours in the curriculum	42	of which: 3.5. course	28	3.6. seminar/ laboratory	14
<b>Time allocation for individual study (IS) and self-taught activities (ST)</b>					<b>hours</b>
Learning from textbooks, course materials, bibliography, and notes (IS)					50
Additional research in the library, on subject-specific electronic platforms, and on-site					39
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays (greater than or equal to the total number of hours specified in the course calendar for evaluation tasks)					28
Tutoring (professional guidance)					14
Examinations					2
Other activities [i.e.: two-way communication with the course coordinator/tutor]					
<b>3.7. Total hours of individual study (IS) and self-taught activities (ST)</b>				<b>133</b>	
<b>3.8. Total hours per semester</b>				<b>175</b>	
<b>3.9. Number of credits</b>				<b>7</b>	

### 4. Prerequisites (where applicable)

4.1. curriculum-related	Registration to this course is conditional upon completion of courses and disciplines in the social sciences and humanities (bachelor's or master's degree in history, political science, international relations and European studies, sociology and social work, theology, ethnology, philosophy, communication and public relations, literature, journalism, anthropology, etc.).
4.2. skills-related	

### 5. Specific conditions (where applicable)

5.1. course-related	Classroom equipped with video projection equipment
5.2. seminar/laboratory-related	Classroom equipped with video projection equipment

### 6. Subject-specific learning outcomes

<b>Knowledge</b>
1. The ability to identify documentary, bibliographic, and ethnological sources related to gender relations, family, and magical practices in Europe (16th-20th centuries)
2. The ability to utilize information obtained from archival research or field surveys.
3. Processing information related to gender relations, family, and magical practices on the European continent in the 16th-20th centuries.
<b>Skills</b>
1. The student identifies and correctly uses institutional resources to support their research, respecting the ethical norms of the field.
2. The student applies citation rules autonomously and accurately, avoiding plagiarism and producing an appropriate critical apparatus.
3. Students understand and comply with academic integrity standards and can recognize situations that violate them.
<b>Responsibility and autonomy</b>
1. The student respects research ethics and academic integrity in all stages of scientific work.
2. The student uses the rules of citation and organization of arguments in other professional contexts as well.
3. The student applies the principles of academic ethics and integrity in other areas that require similar ethical standards.

## 7. Contents

7.1. Course	Teaching and learning methods	Remarks <sup>1</sup>
Identifying the main historiographical trends regarding gender relations, family, and magical practices in Europe (16th-20th centuries)	Intensive lecture	
Interdisciplinary methods of investigating the subject.	Intensive lecture	
The law and witches. Codes of law, patents, and rulings that criminalized magical practices in Europe (16th-18th centuries)	Intensive lecture	
Who were the witches? A quantitative analysis in terms of gender, family status, and socio-professional status.	Intensive lecture	
The deterioration of women's status in Europe during the "great burnings" (16th-17th centuries)	Intensive lecture	
Gender and magic in European popular culture (16th-20th centuries)	Intensive lecture	

<sup>1</sup> For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.












The family, household, and occupations of those accused of witchcraft.	Intensive lecture	
Analysis of the factors underlying the intergenerational transmission of magical rituals within the European family.	Intensive lecture	
<p>Bibliography</p> <p>Marcelle Bouteiller, <i>Sorciers et jeteurs de sort. Enquêtes, témoignages et procès de sorcellerie du 16-ème au 20-ème siècle en Berry, Nivernais et Sologne</i>, Préface de Claude Lévi-Strauss, Royer, Paris, 1958.</p> <p>Sigurd Erixont, Greta Arwidsson, Harald Hvarfner, <i>The Possibilities of Charting Modern Life</i>, Pergamon Press, 1970.</p> <p>Marc Augé, <i>Religie și antropologie</i>, București, 1995.</p> <p>Marcel Mauss, Henri Hubert, <i>Teoria generală a magiei</i>, Iași, 1996.</p> <p>Gilbert Gies, Ivan Bunn, <i>A Trial of Witches. A seventeenth-century witchcraft prosecution</i>, Routledge Taylor and Francis Group, New York, London, 1997.</p> <p>Robert Munchembled, <i>Magia și vrăjitoria în Europa din Evul Mediu până astăzi</i>, Humanitas, București, 1997.</p> <p>Bengt Ankarloo, Stuart Clark, <i>William Monter, Witchcraft and Magic in Europe: The Period of the Witch Trials</i>, The Athlone Press, London, 2002.</p> <p>Bernard Traimond, <i>L'anthropologie appliquée aujourd'hui</i>, Pessac, 2005.</p> <p>Jonathan B. Durrant, <i>Witchcraft, Gender and Society in Early Modern Germany</i>, Brill, Leiden, Boston, 2007.</p> <p>Jonathan Barry, Owen Davies, <i>Palgrave advances in witchcraft historiography</i>, Palgrave Macmillan, New York, 2007.</p> <p>Edward Bever, <i>The Realities of Witchcraft and Popular Magic in Early Modern Europe. Culture, Cognition, and Everyday Life</i>, Palgrave Macmillan, New York, 2008.</p> <p>Gábor Klaniczay, Éva Pócs, <i>Witchcraft Mythologies and Persecutions</i>, Central European University Press, Budapest, New York, 2008.</p> <p>Heidi Breuer, <i>Crafting the Witch. Gendering Magic in Medieval and Early Modern England</i>, Routledge Taylor and Francis Group, New York, London, 2009.</p> <p>Alison Rowlands (ed.), <i>Witchcraft and Masculinities in Early Modern Europe</i>, Palgrave Macmillan, New York, 2009.</p> <p>Rolf Schulte, <i>Man as Witch. Male Witches in Central Europe</i>, Palgrave Macmillan, New York, 2009.</p> <p>Christopher S. Mackay, <i>The Hammer of Witches. A Complete Translation of the Malleus Maleficarum</i>, Cambridge University Press, 2009.</p> <p>Sorina Bolovan, <i>Familia în satul românesc din Transilvania. A doua jumătate a secolului al XIX-lea și începutul secolului XX</i>, Cluj-Napoca, 1999.</p> <p>H. Russel Bernard, <i>Research Methods in Anthropology. Qualitative and Quantitative Approaches</i>, fifth edition, Plymouth, 2011.</p> <p>David J. Collins (ed.), <i>The Cambridge History of Magic and Witchcraft in the West. From Antiquity to the Present</i>, Cambridge University Press, 2016.</p>		
<b>7.2. Seminar/ laboratory</b>	<b>Teaching and learning methods</b>	<b>Remarks</b>
Theoretical approaches to the subject in specialized historiography.	Heuristic conversation, brainstorming	
Interdisciplinary methods and techniques for researching the subject.	Heuristic conversation, brainstorming	
The influence of the Reformation and Counter-Reformation on witchcraft. Case studies.	Heuristic conversation, brainstorming	
The Enlightenment and the "death of the Devil."	Heuristic conversation, brainstorming	
The role of women in witchcraft.	Heuristic conversation, brainstorming	
Masculinity and male witches in modern Europe.	Heuristic conversation, brainstorming	
Magical agents and the Sabbath.	Heuristic conversation, brainstorming	

Society and magical practices in Europe under totalitarian regimes.	Heuristic conversation, brainstorming	
Bibliografie Robert Mandrou, <i>Magistrats et sorciers en France au XVIIe siècle</i> , Plon, Paris, 1968. Julio Caro Baroja, <i>Les sorcières et leur monde</i> , Paris, 1972. Guido Ruggiero, <i>Binding Passions. Tales of Magic, Marriage, and Power at the end of Renaissance</i> , Oxford University Press, 1993. Émile Durkheim, <i>Formele elementare ale vieții religioase</i> , Iași, 1995. Owen Davies, Willem de Blécourt, <i>Beyond the witch trials. Witchcraft and magic in Enlightenment Europe</i> , Manchester University Press 2004. Willem de Blécourt, Owen Davies (eds.), <i>Witchcraft continued. Popular magic in modern Europe</i> , Manchester University Press, Manchester, New York, 2004. Claude Lévi-Strauss, <i>Gândirea sălbatică</i> , ediția a II-a, Iași, 2011. Louise Nyholm Kallestrup, <i>Agents of Witchcraft in Early Modern Italy and Denmark</i> , Palgrave Macmillan, New York, 2015.		

## 8. Evaluation

Type of activity	8.1 Evaluation criteria <sup>2</sup>	8.2 Evaluation methods <sup>3</sup>	8.3 Percentage in the final grade
8.4. Course	Analysis, synthesis, concepts	Oral assessment	50%
8.5. Seminar/ laboratory	Written report		50%
8.6 Minimum standard for passing			
Presentation of a research paper based on archival/field research information and bibliography. 7-9 page historiographical essay.			

## 9. SDG labels (Sustainable Development Goals)<sup>4</sup>

		Sustainable Development Generic Label						
								

<sup>2</sup> The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

<sup>3</sup> Both final evaluation methods and ongoing evaluation strategies should be established.

<sup>4</sup> Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: “No label applies.”

								No label applies
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Date of entry:  
20.02.2026

Signature of course coordinator

Cs II Dr Marius Eppel

Signature of seminar coordinator

Cs II Dr Marius Eppel

Date of approval in the department:

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Signature of the head of department

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