

EUH/LAH 3931: Inquisitions

Dr. Max Deardorff
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Class Meetings: MWF 12:50 – 1:40 pm (Turlington 2342)
Office Hours: Tues. 10-11am & Weds. 2-4pm (339 Grinter)



Auto-da-fé in the Plaza Mayor of Madrid (Francisco Rizi, 1683)

COURSE DESCRIPTION:

In 1478, the Spanish monarchs Isabelle and Ferdinand signed the Spanish Inquisition into existence. For more than three centuries (1478 to 1834), the Inquisition stood as the primary guardian of morality in Spanish society. Its proponents saw it as an unavoidable necessity, while its detractors saw it as a cruel and vicious tool of persecution. What cannot be denied is that its history represents some of the most notorious instances of violence and intolerance produced by religious belief. This course separates myth from fact as it explores the history of the Inquisition from its founding in the medieval period, through its establishment in pre-modern Spain, and to its spread through the colonial world. From week to week, you will get the chance to read testimony from people caught in its grasp and see through their eyes what it meant to live in such a society.

Required Texts:

Chuchiak, John F. *The Inquisition in New Spain, 1536–1820: A Documentary History* (Johns Hopkins, 2012). ISBN-10: **1421403862** | ISBN-13: **978-1421403861**.

Homza, Lu Ann. *Spanish Inquisition, 1478-1614: An Anthology of Sources* (Hackett, 2006). ISBN-10: **0872207943** | ISBN-13: **978-0872207943**.

Kamen, Henry. *The Spanish Inquisition: A Historical Revision, Fourth Edition* (Yale, 2014). ISBN-10: **0300180519** | ISBN-13: **978-0300180510**.

O 'Banion, Patrick J. *This Happened in My Presence: Moriscos, Old Christians, and the Spanish Inquisition in the Town of Deza, 1569-1611* (Toronto, 2017). ISBN-10: **1442635134** | ISBN-13: **978-1442635135**.

Course Reserves: When possible, one copy of “Required Texts” listed above will be available at Library Desk for consultation. [Note: Our library unfortunately does not own the O'Banion text. The book by Kamen will be held on course reserve, but be aware that it is an earlier edition, with a slightly different chapter structure.]

Course goals:

(1) Students will develop an understanding of the Spanish Inquisition, its reasons for existing, and the experience of various social groups that it targeted.

(2) Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and the formulas that determined the character of their content.

(3) Students will improve their writing and communication skills, by writing short and medium-length essays that ask historical questions and muster evidence from primary sources to support their theses. All papers will be graded and returned with feedback so as to encourage better performance on future papers.

Attendance and Participation: Attendance at lectures and discussions is mandatory. **Fridays (unless otherwise noted) will be devoted to discussion of the week's readings.** Please attend section having read the week's materials and bring a copy with you. Spotty attendance, unpreparedness, or failure to bring readings to discussion section will certainly lower your grade and poor attendance is grounds for failing the course; excellent attendance and especially energetic and informed participation will raise final grades.

Excused Absences: One absence will automatically be excused without question. That said, students who will not be able to take an exam at the scheduled time or need an extension of the due date for a paper must provide medical documentation of their condition at the time. The same holds true for any course meetings beyond the first that students might miss because of extended illness. Students who have other conflicts that will prevent them from being able to complete an assignment on time or who will incur absences due to UF-sanctioned activities (such as participation in UF teams, etc.) must notify the professor in advance.

Reading Responses: Over the semester, you will complete two Reading Responses. These assignments concern what we call “Secondary literature,” that is to say, articles or books in which historians use historical sources to write about the past. In roughly 500-700 words (1.5 to 2 double-spaced pages), you should identify the general theme or themes that unite the readings as well as any particular arguments that might distinguish them.

Source Analyses: At two points, you will be asked to analyze the documentation from one of the legal cases you have read that week. In roughly 500-700 words (1.5 to 2 double-spaced pages), you should be prepared to answer these questions: 1) Of what kind of crime was the defendant accused? 2) What procedures did the Inquisitors follow? 3) Which contemporary objectives of the Inquisition can be identified in the process? 4) What was the surrounding social context in Spain? 5) Did any line of questioning or piece of testimony catch your eye? Why did you find it interesting?

Essay

For your essay, due October 29th, you will receive a question that requires you to read and think through a set of readings and formulate a thesis. The length should be 5-6 pages. Your essay should **not** be a summary of the readings or recapitulations of historical events (although you might need to include brief recaps as part of your argument). It should rely heavily upon analysis of the primary sources that you have discussed in your weekly section meetings.

Midterm and Final Exams:

- These may include fill-in-the-blanks with key terms, short answers, passage identifications, and short essays.
- They will include both lecture material and material from assigned readings.

Grading:

Attendance and Participation:	10%
Reading Responses (x2):	10%
Source Analyses (x2):	10%
Mid-term:	20%
Essay:	25%
Final:	25%

You cannot pass this course without passing all component parts, including attendance. If you miss too many sections or fail to attend lecture regularly (as determined by the professor and/or teaching assistant) you will fail the course.

If you have any concerns, including disabilities or other issues that might affect your performance, please let me know as soon as possible so that we can make any accommodations necessary.

Personal Technology Policies: All cell phones must be turned to vibrate at the beginning of class. Internet websurfing, texting, checking of email, or other tasks unrelated to note-taking during lecture, discussion or other classroom activities is not permitted. For this reason, laptops are not allowed in class except in the case of express, written consent from Professor Deardorff, provided beforehand. Any student found engaging in these activities during class may be asked to leave the classroom. A second violation will result in disciplinary sanction.

Schedule of Readings: Please note that readings not in required texts will be posted in CANVAS under "Files." This syllabus and any other handouts or assignments will also appear on CANVAS.

Schedule of Readings:

*** This is a provisional schedule of topics to be covered. The professor reserves the right to change the topic or shift the dates in the case of necessity.

HOLIDAYS: Sept. 3 Labor Day, Nov. 2-3 Homecoming, Nov. 12 Veterans Day, Nov. 21-24 Thanksgiving

1. Introduction

~~Mon 8/20 NO CLASS~~, Wed 8/22, Fri 8/24

Wed: Introduction, overview, and class expectations

Fri: Inquisition in Medieval Europe

READING: **Homza**, pages ix-xxxvii;
Kamen, Chapter 1 ["Faith and Doubt in the Mediterranean"]

2. Medieval Spanish Religious Conflict and the Foundation of the Inquisition

Mon 8/27, Wed 8/29, Fri 8/31

Mon: 1391, 1449 and the Foundation of the Inquisition (1478)

Wed: the first years of Spanish Inquisition

Fri: Discussion

Readings: **Kamen**, Chapters 2-4 ["The Great Dispersion," "The Coming of the Inquisition," "An Enduring Crisis"];
Homza, docs 1-4

SOURCE ANALYSIS #1 DUE

3. Procedures and Purposes

~~Mon 9/3 LABOR DAY~~, Wed 9/5, Fri 9/7

Wed: Edict of Faith, Finances and Assets

Fri: Torture and Auto da Fé / Discussion

Readings: **Homza**, pages xx-xxxvii, docs 6-7;
Chuchiak pages 59-80, 108-109, 132-149

[Pro tip: to learn more about different officials involved with Inquisition processes, see **Chuchiak**, 12-26]

4. Judaizing Conversos in Castile & The Expulsion of the Jews

Mon 9/10, Wed 9/12, Fri 9/14

Mon: The Expulsion

Wed: Auto da Fé and its Pedagogical Function

Fri: Discussion

Readings: **Haliczer**, "The Castilian Urban Patriciate and the Jewish Expulsions of 1480-92" [available on CANVAS]
Amelang, "Judaizing and the Impossibility of Orthodoxy" [available on CANVAS]
Peters, "Edict of the Expulsion of the Jews" [available @ <http://www.sephardicstudies.org/decreed.html>]
Kamen, Chapter 10 ["The Image and Reality of Power"]

READING RESPONSE #1 DUE [Weeks 3 & 4]

5. Alumbrados & Witches

Mon 9/17, Wed 9/19, Fri 9/21

Mon: Orthodoxy
Wed: Alumbrados & witchcraft
Fri: Discussion

Readings: **Homza**, docs 8-11 & 13;
Fowler, "Assembling Alumbradismo: The Evolution of a Heretical Construct" [available on CANVAS]
Chuchiak, 274-291, 299-307
Kamen, Chapter 11 ["Gender, Sexuality, and Witchcraft"]

6. The Reformation

Mon 9/24, Wed 9/26, Fri 9/28

Mon: Counter-Reformation, Responding to Protestant Europe
Wed: Catholic Reformation [Blasphemers, Hypocrites, and Rustics]
Fri: Discussion

Readings: **Kamen**, Chapter 5 ["Excluding the Reformation"];
Kamen, Chapter 13 ["The Religion of the People"]
Chuchiak, 98-104
Homza, docs 14-18

SOURCE ANALYSIS #2 DUE

7. Politics, Jurisdiction, and Blood Purity

Mon 10/1, Wed 10/3, Fri 10/5

Mon: Municipal Conflict and Political Motivations
Wed: Blood Purity
Fri: MIDTERM EXAM

Readings: **Kamen**, Chapter 8 ["The Politics of Heresy"];
Kamen, Chapter 12 ["Race Purity and its Critics"]

8. Muslim, Mudéjar, Morisco

Mon 10/8, Wed 10/19, Fri 10/12

Mon: Islamic Spain & Granada 1492; from Mudéjar to Morisco (read “This Happened in My Presence” Introduction)

Wed: “This Happened in My Presence” - “The visitation of Licentiate Reynoso” *docs* 1-33, Discussion

Fri: “This Happened in My Presence” - “Román Ramírez the younger’s confession” *doc* 34, discussion

Readings: **O’Banion**, “Introduction” and *docs* 1-34;
Homza, *docs* 22-23

ASSIGNMENT: ANALYTICAL ESSAY DUE MONDAY 10/29

9. Moriscos, Old Christians, and the Town of Deza

Mon 10/15, Wed 10/17, Fri 10/19

Mon: “This Happened in My Presence” - “The visitation of Dr. Arganda” *docs* 35-72

Wed: “This Happened in My Presence” - *docs* 73-92

Fri: “This Happened in My Presence” Discussion

Readings: **O’Banion**, *docs* 35-92;
Amelang, “Christians in Appearance, but Muslims Underneath” [**available on CANVAS**]

REMINDER: ANALYTICAL ESSAY DUE MONDAY 10/29

10. The Americas

Mon 10/22, Wed 10/24, Fri 10/26

Mon: Establishment and Jurisdiction

Wed: Jews, Muslims, Lutherans, Calvinists, and Protestants

Fri: Discussion

Readings: **Tavárez**, “Legally Indian: Inquisitorial Readings of Indigenous Identity in New Spain” [**available on CANVAS**];
Chuchiak, 1-12
Chuchiak, *doc* 2, skim *doc* 3 (paying special attention to entries 20-31 and 36)
Chuchiak, 235-245

REMINDER: ANALYTICAL ESSAY DUE MONDAY 10/29

11. Orthodoxies: Marriage & Blasphemy

Mon 10/29, Wed 10/31, Fri 11/2 NO CLASS

Mon: Bigamy, Sexuality, and Crimes against the Sacrament of Matrimony

Wed: Blasphemy / Discussion

Readings: **Villa-Flores**, "'To Lose One's Soul': Blasphemy and Slavery" [**available on CANVAS**]
Kagan and Dyer, "Sexuality and the Marriage Sacrament: Elena/Eleno de Céspedes"
[**available on CANVAS**]
Chuchiak, 205-234

ESSAY DUE MONDAY 10/29

12. Africans, Castas, Alternate Knowledge, and Heresy

Mon 11/5, Wed 11/7, Fri 11/9

Mon: Superstitions, Sorcery, and Magical Practices

Wed: Illicit Substances and Divination

Fri: Discussion

Readings: **Vicuña**, "The Witchcraft Trials of Paula de Eguiluz, a Black Woman" [**available on CANVAS**]
Behar, "Sex and Sin, Witchcraft and the Devil in Late Colonial Mexico" [**available on CANVAS**]
Lewis, "Mapping Unsanctioned Power" [**available on CANVAS**]
Chuchiak, *docs* 7-8

READING RESPONSE # 2 DUE [Weeks 11 & 12]

13. Transforming Ideas of Blood Purity in the Americas

~~Mon 11/12~~, Wed 11/14, Fri 11/16

Wed: Blood Purity in the Americas

Fri: Purity and Access to Offices

Readings: **Martínez**, "Religion, Law, and Race: The Question of Purity in Seventeenth-Century Mexico" [**available on CANVAS**]

14. Blood Purity Part II

Mon 11/19, ~~Wed 11/21 & Fri 11/23 NO CLASS FOR THANKSGIVING BREAK~~

Mon: Discussion

Readings: **Martínez**, "The Black Blood of New Spain" [**available on CANVAS**]

BRING TWO DISCUSSION QUESTIONS TO CLASS

15. Spain, Portugal, the Colonies, and conversos

Mon 11/26, Wed 11/28, Fri 11/30

Mon: Spain's Exiled Jews and the Portuguese Inquisition

Wed: Lima 1630s

Fri: Discussion

Readings: **Chuchiak**, 245-256
Schaposchnik, "A Community under Trial in Colonial Peru" [**available on CANVAS**]
Kamen, Chapter 14 ["Twilight of the Holy Office"]

16. The Black Legend, the End of the Inquisition, and Afterward

Mon 12/3, Wed 12/5

Mon: The Black Legend

Wed: The End of the Inquisition

Readings: **Kamen**, Chapter 15 ["Inventing the Inquisition"]
Aragoneses, "*Convivencia* and *filosefardismo* in Spanish Nation-building" [**available on CANVAS**]

[Final Exam Period THURSDAY Dec. 13, 3:00-5:00pm]

Grading Criteria:

If you believe an error has been made in grading your work, please bring it to the instructor's attention, and he will review the situation. Once it has been verified that no error has been made, *GRADES ARE NON-NEGOTIABLE*.

A Work that goes beyond instructor's expectations: is careful, thoughtful, original, and thorough. Truly outstanding work – even for a "good" student.

A- Very good work with most of the attributes of "A" work but either deficient in some technical aspect, in thoroughness and care or not as strikingly incisive, original, or creative as "A" work. Excellent.

B+ Better than good, competent work, even for the typical student at this university. Some aspects are very strong, but not uniformly excellent.

B Good competent work, which meets all requirements the instructor could specify in advance. Reasonably thorough. Alternatively, work with some excellent aspects that are balanced by serious deficiencies.

B- Almost up to specifiable standards. Often characterized by vagueness and signs of lack of effort or insufficient engagement with the material. Sometimes the result of correctable misunderstanding. Talk to instructor.

C+ Below the specifiable standards for good work. Talk to instructor.

C Minimally passing work, showing serious misunderstanding or lack of effort or engagement. Talk to instructor

C- or below: Talk to instructor immediately.

Plagiarism policy

Please familiarize yourself with the University's academic honor code. Unintentional plagiarism results in an "F" for the paper. Intentional plagiarism results in an "F" for the course, or worse. All plagiarism charges will be reported to the University administration.

The University of Florida Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

How to avoid the (unintentional) appearance of plagiarism

Make sure that all quotations from primary and secondary sources are always in quotation marks, and cite the source.

Always cite sources for ideas that are not your own. If the source is a book not assigned in the course, a lecture, or a conversation with a friend, or something said by another student in a discussion section, say so in a footnote or endnote.

The papers in this course are not research papers – they ask you only to think about material already assigned. So you do not need to consult readings other than what is assigned (if you happen to have read something not assigned that you think is relevant, feel free to use it, but with a proper citation).

If someone has helped you with this paper (by reading it for clarity and grammar, or by listening to you talk about it) state in an acknowledgement who that person is, and how he or she helped you. It is fine to get help, as long as your helper does not in any way write the paper for you, or provide you with the argument(s) of the paper. It is best to get help from someone who is not taking the course.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575); <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>