

EUH/LAH4930
CAPSTONE: The Spanish Inquisition
Fall 2021

Class Meetings: Wednesday periods 6-8 (12:50-3:50) (Turlington 2328)

Dr. Deardorff | deardorff.max@ufl.edu
Office Hours, 339 Grinter Hall: M & F (8:30-9:15)
Zoom Office Hours: M (10:45-12:15)



Figure 1: Auto-da-fé, Vicerealty of New Spain (1716)

CAPSTONE – Introduction and Objectives of the Course:

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. 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's founding in the medieval period, its subsequent persecution of the descendants of Jews and Muslims, and its prosecution of those accused of witchcraft in Spain and its colonial world. In this History Research Seminar, students will have the opportunity to develop their own original scholarship by reading and analyzing trial records created

by Inquisition. 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 a society governed by a punitive religious court.

How does a historian study these kinds of things? What kind of documents in the historical record can give us clues to help answer the questions that arise? Part of this course will be devoted to discussing methodology – the strategies that historians use for identifying and analyzing documents pertinent to their historical questions.

This course is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

***Note: students may receive EUH or LAH credit for this class pending consultation with the Undergraduate Coordinator in History, Dr. Ben Wise**

****The instructor is closely monitoring the public health situation and reserves the right to amend course content delivery method in alignment with university policy.***

Required Texts:

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, 4th ed.* (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**.

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

Recommended Ancillary Resource:

Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004) [available FREE @ <https://courses.bowdoin.edu/writing-guides/>]

Course Reserves: One copy of “Required Texts” listed above will be available at Library Desk for consultation. **ARES online course reserves password: Inquisition**

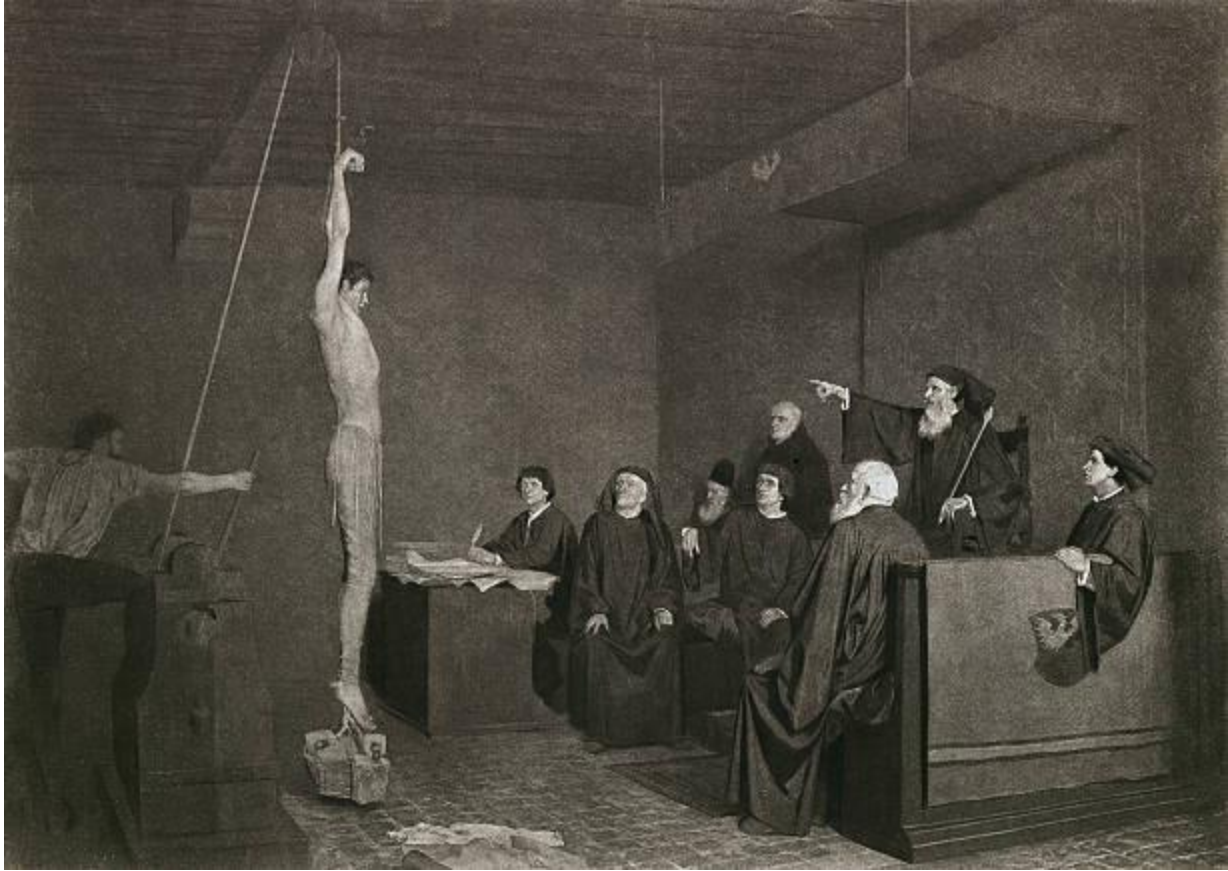


Figure 2: Torture by *garrucha*

The Libguide

This resource, prepared by specialist at the Smathers Library (Dr. Helene Huet), should be your first stop as you prepare to write your research paper.

Professor's Website

Another website with useful links to a range of digital historical resources (some of them related to the Inquisition) is the professor's very own:

<https://www.maxdeardorff.org/digitalhistorylinks>

OXFORD RESEARCH ENCYCLOPEDIAS – LATIN AMERICAN HISTORY

If you choose a research topic that focuses on the Inquisition in the colonies, *The Oxford Research Encyclopedias* offer very good and very up-to-date essays on Latin American Topics. Written by top scholars in each field, they are a great place to start when you are beginning to read on your topic of choice and typically indicate primary sources accessible to students. Consult on-campus through our library's homepage (<http://cms.uflib.ufl.edu/>) in order to get complete access.

http://latinamericanhistory.oxfordre.com/browse?t0=ORE_LAH:REFLAH022

OXFORD BIBLIOGRAPHIES ONLINE

Like the *Oxford Research Encyclopedias*, the *Oxford Bibliographies Online* also offers a helping hand to those who are undertaking research in a new topic. Like the research essays, the *Bibliographies* are also compiled by top researchers in each particular field. Each entry in the bibliography identifies the author and title of an important book or article, offering a paragraph description of its content. They are also wonderful for identifying primary sources. You can access them on our library's website using a computer on campus (or from anywhere using a VPN). Of particular interest to students of this class are the two following collections:

Oxford Bibliographies Online: Renaissance and Reformation

and **Oxford Bibliographies Online: Latin American Studies**

- i. From **Renaissance and Reformation**, consider consulting one of the following bibliographies: "Conversos and Crypto-Judaism," "Purity of Blood," "Spanish Inquisition," "Spanish Islam, 1350-1614," or "Witch Hunt."
- ii. From **Latin American Studies**, consider consulting: "The Church in Colonial Latin America," "The Spiritual Conquest of Latin America," "Colonial Legal History of Peru," "Printing and the Book," or "The Jewish Presence in Latin America."

CLASSROOM ETIQUETTE AND EXPECTATIONS

This course will ask students to engage in conversations related to the topics of study. Lively debates are welcome, but they should occur with respectful and courteous behavior. Uncourteous behavior will not be tolerated and may result in removal from a class period, or worse.

With the approval of the University administration and in response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones:

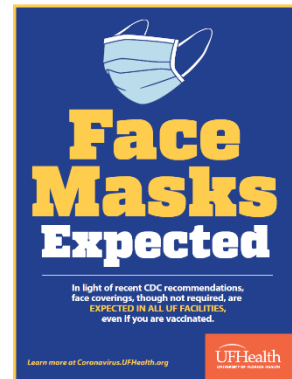
* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [this link](#) for details on where to get your shot, including options that do not require an appointment. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

-Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

- Hand sanitizing stations will be located in every classroom.

* If you're sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.



Classroom Policy on Electronic Devices

Computers and other electronic devices are not allowed in the physical classroom (with one exception, below). Students attending lectures face-to-face section should plan accordingly, and bring pen and paper to lectures to take notes. This decision relies on pedagogical studies that show that, unless essential for the subject of the course, [multitasking](#) on a laptop during class hinders users and nearby peers' learning and can result in [lower testing grades](#). Studies also suggest that [taking notes in longhand](#) improves information processing and retention. Students should also be prepared to bring print copies of the required course materials.

EXCEPTION: For discussion sessions, students are required to bring to class a copy of the material under discussion. If students prefer, they may access the assigned reading (if in e-format) via an electronic device. If, however, students use their electronic device for uses other than consultation during reading discussion, they will be penalized and not allowed to use the device in this class for the remainder of the semester.

CLASS POLICY REGARDING IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and

delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Electronic Communication (Email):

If you have questions/concerns that have not been addressed in class and cannot be answered by consulting the syllabus, come see me during office hours. If you are unable to attend office hours and you have pressing concerns/questions that cannot wait for an alternative meeting time, send me an email at deardorff.max@ufl.edu using your own @ufl.edu account. I generally check and respond to emails once daily during the workweek, between 8am-6pm. Please allow up to 24 hours for a response. I do not respond to work emails during the weekend. Please refrain from using your personal email account, as I will not respond to those.

Professors love to hear from students, but keep in mind that emailing your professors or T.A.s is not the same as emailing (or texting) your friends. For some useful tips on how to email Professors, see “[How to Email Your Professor \(Without Being Annoying AF\)](#)”.

Canvas Messages:

If you need to communicate with me, please do so via email (see above). In general, for organizational reasons I tend not to read individual messages sent to my Canvas inbox. I use Canvas messages to send general course-related messages that are addressed to the entire class (including reminders about upcoming deadlines, clarifications, notices, etc), or, if I deem relevant, to individual students. But for *you* to reach *me*, *email is strongly preferred*. It is the students’ responsibility to check messages on both Canvas and their UF email regularly for important information relating to the course, and to respond in a timely fashion when necessary.

Communicating About Grades:

Students who wish to discuss their grades should wait 24 hours after receiving their grade to contact the instructor. I am happy to offer further clarification on assignments, but please note that grades are only re-evaluated in case of mathematical error.

Attendance policy

Because of the limited number of class meetings throughout the semester, attendance is absolutely crucial. In a typical semester, absences would be deducted from the seminar participation grade and more than one unexcused absence would typically be grounds for failing the course. Due to the current public health emergency, some leniency may be necessary, so concerned students are encouraged to reach out to the professor directly for accommodations. Because of public health conditions, I continue to strongly urge you to attend all class meetings, but I am relaxing the punitive measures in the syllabus. If you have tested positive for COVID or are exhibiting symptoms, please stay home. If you miss more than one class meeting, I ask that you provide some justifying medical documentation. On another note, 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.

Discussion expectations

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

Late Work

Late work will not be accepted without penalty. Extremely late work (more than six calendar days beyond due date) will not be accepted, outside of approved extenuating circumstances. Please make every effort to apprise the instructor of adverse circumstances that affect your ability to attend class or complete assignments on time. Official documentation is required to excuse an absence and to schedule make-up assignments.

Course Goals

- Students will learn to read primary texts in a critical fashion, with an eye to understanding how and why those texts were produced, and how they were read and received by their contemporary audiences as well as by modern historians.

- Students will engage in critical conversation with their professor and peers about the work of doing history.
- Students will practice additional essential skills of historical research and writing, including
 - **evaluating secondary sources as products of a historiography**
 - **devising research questions**
 - **identifying and avoiding plagiarism**
 - **conducting library-based and online research**
 - **producing analytical writing**
 - **providing peer editing and feedback**

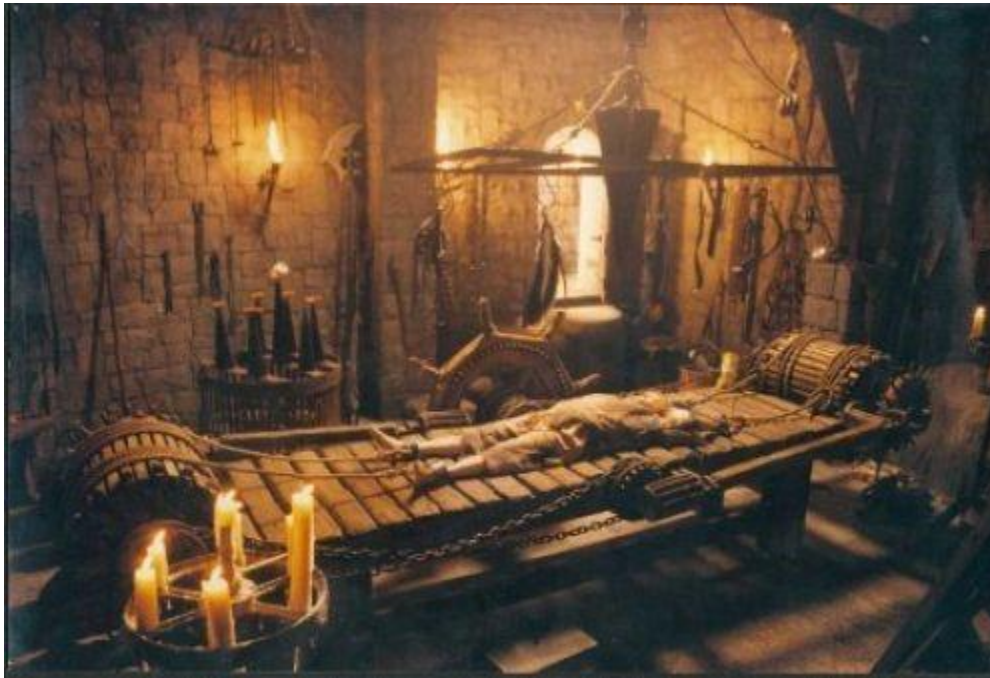


Figure 3: Torture by the rack

1. Seminar Participation 20%

By definition, a seminar is not a lecture class in which students' role is largely limited to listening, taking notes and active thinking. Instead, the success of a seminar depends on each student's willingness to complete the reading in advance of class and desire to share and debate ideas in an organized discussion led by the professor. The Professor will often provide introductory thoughts and context. His role is to inspire discussion, help craft ideas, draw out analytical patterns and explain/highlight the nature of scholarly methodology. Meanwhile:

- A student's final grade depends on consistent preparation for discussion and coherent, collegial participation in every class discussion.

- Every student is required to bring two or three questions (hard copy) on the seminar reading to class. Prof. will draw questions from this pool for that day's discussion.
- On the first day, students will sign up for discussion leadership during the first half of the semester. Each week, two students will share the duties as discussion leaders. This exercise will encourage these students to examine the readings they select with greater care, thinking about the sources, the methods and the contribution of each book, book chapter, or article to the historiography of Inquisition. In order to hone their discussion leadership plans, student pairs will be required to meet with the professor the Monday or Tuesday prior to their presentation.

2. Short analytical writing 20%

- Each student will write two short papers, each representing 10% of the grade. The first assignment is a 800 to 1200-word source analysis of one of the primary source documents assigned on the week a student is discussion leader (instructions will be provided). The second short paper will be a 1000--word analysis of the strengths, weaknesses and methods of a set of assigned readings in Week 7.

3. Writing Process 20%

- By Wednesday October 6th, all students are required to have met with Professor in office hours to discuss the viability of a research topic and have it approved.
- A project statement (Week 8) and annotated bibliography (Week 9) are due before proceeding to draft status.
- An oral presentation on research progress, of 10-15-minutes in length, is due on either Week 12 or 13.
- The delivery of a Rough Draft (Week 13) is to be followed by Peer Review (Week 14).

4. Final research paper (15-25 pages) 40%

Each member of the seminar must complete a research paper based on primary sources of 15-25 pages in length.

- First drafts of the research paper in hard copy are due by Wednesday, November 17th.
- Professor will return first drafts to students on Wednesday, December 1st.
- Final drafts of the paper are due by Friday, December 10th.

Assignments

Seminar Participation:	20%
Short Analytical Writing (Doc Analysis):	20%
Writing Process (see text box for breakdown)	20%
Essay Final Draft:	40%

Annotated Bibliography (Week 9):	3%
Oral Presentation (Week 12/13):	10%
Rough Draft (Week 13):	3%
Peer Review (Week 14):	4%



Grading Scale for this Course:

93-100	A	87-83	B	77-73	C	67-63	D
93-90	A-	83-80	B-	73-70	C-	63-60	D-
90-87	B+	80-77	C+	70-67	D+	<u>Below 60 - Failing</u>	

SCHEDULE OF READINGS

[Readings are subject to change at the behest of the professor.]

1. Class Introduction & Deep Historical Background of the Inquisition

Wed 8/25

READINGS:

Kamen, Chapter 1 “Faith and Doubt in the Mediterranean,” 1-12

ADDITIONAL READING, IN CLASS:

Homza, Doc. 1 – “Recollections of the Reign of the Catholic Kings, Written by *Bachiller* Andrés Bernáldez”

2. Traumatic Beginnings – Many Thousands Gone

Wed 9/1

READINGS:

Kamen, Chapters 2-4 (pp. 13-91)

Homza, Introduction, esp. xxii-xxviii

DOCUMENT ANALYSIS:

Homza, *doc. 3* “Inquisition Proceedings against Isabel...”; *doc. 4* “Inquisition Trial of Pedro de Villegas...”

3. Courtroom Process, Torture, and Punishment

Wed 9/8

READINGS:

Kamen, Chapter 9 “Crime and Punishment” (226-260)

Siebenhüner, “Inquisition and Consistory Records: Inquisitions,” 140-152 in Parker & Starr-Lebeau eds., *Judging Faith, Punishing Sin: Inquisitions and Consistories in the Early Modern World*

Chuchiak, “Administration of Torture in Inquisition Trials,” 132-149

DOCUMENT ANALYSIS:

A) **Homza**, DOC 7 “Instructions of the Holy Office of the Inquisition...” 61-79; DOC 20, “Instructions...1561”, 221-231

4. Threats to Catholic Orthodoxy: *Alumbrados* and the Protestant Scare

Wed 9/15 (YOM KIPPUR)

READINGS:

Kamen, Chapter 5 “Excluding the Reformation” (92-117), Chapter 13 “The Religion of the People” (328-351)

Fowler, “Assembling Alumbradismo: The Evolution of a Heretical Construct,” in Mercedes García-Arenal (ed.) *After conversion: Iberia and the Emergence of Modernity* (Brill, 2016): 251-282

DOCUMENT ANALYSIS:

A) **Homza**, docs. 8, “1525 Inquisition Edict on the *Alumbrados*, 80-92

B) **Homza**, doc. 17 “...on Protestants in the 1550s,” 176-193

5. Islam and the Persecution of Spain’s Largest Ethnic Minority – The *Moriscos*

Wed 9/22

READINGS:

O ‘Banion, *This Happened in My Presence*

DOCUMENT ANALYSIS:

From within the book

LIBRARY VISIT 3:00 -3:50 pm

6. Imprisonment and Spectacle

Wed 9/29

READINGS:

Kamen, Chapter 10 “The Image and Reality of Power” (261-280)

Flynn, “Mimesis of the Last Judgment: The Spanish *auto de fe*,” 281-297

Chuchiak, “Autos-da-fé in New Spain,” 150-154

DOCUMENT ANALYSIS:

A) **Constable**, “A Description of Two *Autos de Fe* (1486)” 330-332

Gitlitz, “Appendix: Edict of Faith (Cuenca 1624),” 625-628

Homza, DOC 26 “*Auto de fe* Celebrated in Granada, May 27, 1593,” 257-266

Chuchiak, “Relation of the Auto-da-fé...Celebrated in the City of Mexico...,” 165-177

7. “Witchcraft,” Healing Powers, and Proscribed Knowledge at Home and in the Colonies

Wed 10/6

READINGS:

Kamen, Chapter 11 “Gender, Sexuality, and Witchcraft” (281-300)

Gomez, “Early Modern Afro-Caribbean Healers,” *Oxford Research Encyclopedias, Latin American History* (2015): 1-14.

Behar, “Sex and Sin, Witchcraft and the Devil in Late Colonial Mexico,” 34-54

Lewis, “Mapping Unsanctioned Power,” 132-166

DOCUMENT ANALYSIS:

- A. **Kors & Peters**, DOC 63 “Alonso de Salazar Frias: A Spanish Inquisitor on Witchcraft and Evidence,” 407-418
- Levack**, Chapter 14 [“Heinrich Krämer: Malleus maleficarum, 1486”], 59-72
- Homza**, doc. 13 “Deliberations on the Reality and Heresy of Witchcraft, 1526,” 153-163

Short analytical writing due (Friday by 5:00)

8. Colonial Anxieties: Piracy, Lutheranism, Secret Jews, and Dutch Conspirators

Wed 10/13

READINGS:

Gitlitz, “Conversos after 1492” in *Secrecy and Deceit*, 35-72

Hordes, “The Inquisition as Economic and Political Agent: The Campaign of the Mexican Holy Office against the Crypto-Jews in the Mid-Seventeenth Century,” *The Americas* 39:1 (July 1982), 23-38

Silverblatt, “New Christians and New World Fears in Seventeenth Century Peru,” *Comparative Studies in Society and History* 42:3 (July 2000), 524-546

DOCUMENT ANALYSIS:

- A. **Chuchiak**, doc. 36, 245-249
- B. **Chuchiak**, doc. 17, 138-144; & doc. 40, 267-270

Project statement due

9. Social Control and Clerical Discipline

Wed 10/20

READINGS:

Nalle, “Teaching a Lesson and Learning One” in *God in La Mancha*, pages 104-128

DOCUMENT ANALYSIS:

Restall, “The Telling of Tales: A Spanish Priest and His Maya Parishioners,” 18-31

Chuchiak, 107-114 “Edicts of Faith of the Inquisition in New Spain”

ASSIGNMENT: Send **annotated bibliography** to professor 5pm Monday (via CANVAS).

10. NO CLASS. RESEARCH CONSULTATIONS WITH PROF.

Wed 10/27

11. NO CLASS. RESEARCH CONSULTATIONS WITH PROF.

Wed 11/3

12. Oral presentations in class

Wed 11/10

13. Oral presentations in class

Wed 11/17

Submit rough draft to professor via Canvas mail, Wednesday 11:59pm

14 NO CLASS. RESEARCH CONSULTATIONS WITH PROF. VIA ZOOM

Wed 11/24

15. In-class Peer Review

Wed 12/1

16. Course Wrap-up

Wed 12/8

FINAL ESSAY DUE: Friday 12/10 by 11:59pm

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 Writing Studio

The UF Writing Studio

Office phone (352) 846-1138

<https://writing.ufl.edu/writing-studio/>

Hours of Operation:

Daytime — Monday – Friday 9:30 – 3:30 in 2215 Turlington Hall.

Evening tutoring hours — Monday – Thursday 5:00 – 7:00 p.m. in 339 Library West

The Writing Studio also offers online tutoring hours, which vary from term to term. Please check website to see available time slots, and then choose from either daytime, evening, or online tutoring.

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/>).