

THE UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF HISTORY
HISTORY 2503F
HERESY, WITCHCRAFT AND SOCIAL CONTROL:
THE INQUISITION IN THE SPANISH AND PORTUGUESE EMPIRES 1478-1800

Tue. 9:30-11:30, Th. 9:30-10:30
Office hours Th. 10:30-12:00 or by appointment

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The Inquisition, one of the most notorious and controversial institutions in European history, left a profound legacy in the Iberian peninsula and its American colonies. The Castilian Inquisition, established in 1478 was as much a state as a Church institution. Although its original goal was to extirpate heresy, the Inquisition became the monarchy's tool for its own political consolidation and the forced homogenization of the nation. The inquisitors' political jurisdiction was later expanded to include morality and social control. The efforts of the Inquisition were often hindered by the difficulty of communications, conflicting jurisdictions and personal rivalries, diminishing its effectiveness and the length of its reach. Nonetheless, the Inquisition remains a unique organization that operated for 300 years with the tacit consent of most of the population.

The legalism and formality of the inquisitorial process produced an immense collection of detailed witnesses' testimonies and descriptions of the world that surrounded them. These valuable historical records from the late fifteenth to the early nineteenth century provide a wealth of information on the daily lives of common men and women that is absent from other sources. Using some of these sources, this course will focus on the origins, development and historical context of the Inquisition in Spain, Portugal and their colonies as a reflection of contemporary ideology and society.

Outcomes:

Students will be able to

- identify the main events and issues that determined the historical development of Spain, Portugal and their colonies.
- explain and analyze the historical factors that shaped the establishment of the Inquisition in the Iberian peninsula and its colonies.
- understand the interconnection between the State's religious, political and social priorities.
- analyze short primary and secondary sources and assess their significance and shortcomings according to context, authorship, goals and biases.

Textbook

Helen Rawlings, *The Spanish Inquisition* (Oxford, Blackwell Publishing, 2006).

Readings available online.

Grading

Assignment 1 (4 pages) due October 2	10
Assignment 2 (6 pages) due October 23	15
Assignment 3 (8 pages) due November 20	20
Final Examination	35
Attendance and participation	<u>20</u>
	100

ASSIGNMENTS*

Assignment 1. (10 points). Article review. Students will review any one of the following articles:

- Gary, K. Waite, “Empathy for the Persecuted or Polemical Posturing? The 1608 Expulsion of the Moriscos as seen in English and Netherlandic Pamphlets,” *Journal of Early Modern History* 17 (2013), 95-113.
- Andrew Redden, “The Problem of Witches, Slavery and Jesuits in Seventeenth-century New Granada” *Bulletin of Hispanic Studies* 90:2 (2013), 223-250.
- Richard E. Greenleaf, “The Inquisition Brotherhood: Cofradia de San Pedro Martir in Colonial Mexico,” *The Americas* 40:2 (Oct. 1983), 171-207.

Assignment 2. (15 points). Analysis of a primary source, “Autobiography of St. Ignatius of Loyola” available on line through Gutenberg project

<http://www.gutenberg.org/files/24534/24534-h/24534-h.htm>.

Assignment 3. (20 points) Students will review four articles, two from the class readings and two from the list posted on OWL under Assignment 3, and write an eight-page historiographical essay analysing and comparing them..

Attendance and participation (20 points) will be based first, on participation on the weekly discussions of the assigned readings and second, on attendance to classes.

Written assignments must follow the Chicago Manual of Style format. The three assignments will be handed in as a hard copy after being electronically submitted to turnitin (OWL website).

*Each week the assigned readings and/or primary documents will be analysed and reviewed in class. Specific instructions on how to review an article, analyse a primary source and write a historiographical essay will be given in class. In addition, students will receive a set of questions to guide them through each of the assignments.

****ALL REQUIREMENTS MUST BE COMPLETED TO PASS THE COURSE.**

*****A GRADE OF AT LEAST 50% IN THE FINAL EXAM IS REQUIRED TO PASS THIS COURSE.**

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the prerequisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually

preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca

THE INQUISITION IN THE SPANISH AND PORTUGUESE EMPIRES
Tentative Schedule

SEPTEMBER 4, 2014

INTRODUCTION.

General introduction to the course.

SEPTEMBER 9 - 11

II HISTORICAL CONTEXT: MEDIEVAL IBERIA AND THE ROMAN INQUISITION

– William D. Phillips, Jr. and Carla Rahn Phillips, *A Concise History of Spain* (Cambridge: Cambridge University Press, 2011), 47-78.

SEPTEMBER 16 - 18

III THE INQUISITION AND THE POLITICAL UNIFICATION OF THE IBERIAN PENINSULA

– Helen Rawlings, *The Spanish Inquisition*, 21-46.

– Malyn Newitt, *Portugal in European and World History*, (London, England: Reaktion Books, 2009), 113-131.

SEPTEMBER 23- 25

IV OVERLAPPING JURISDICTIONS: THE INQUISITION AS A BUREAUCRACY

– Francisco Bethancourt, *The Inquisition. A Global History, 1478-1834*, 54-104.

– Henry Kamen, *The Spanish Inquisition. A Historical Revision*, 137-173.

SEPTEMBER 30 - OCTOBER 2

V SYMBOLISM OF THE *AUTO DE FE*: PUNISHMENT, SPECTACLE AND CONTEMPORARY VALUES

– Maureen Flynn, “Mimesis of the Last Judgement: The Spanish Auto de Fe,” *The Sixteenth Century Journal* 22 no. 2 (1991): 281-297.

– John Chuchiak IV, *The Inquisition in New Spain*, Docs. 20 and 21, p.155-177.

OCTOBER 2 ASSIGNMENT 1 DUE

OCTOBER 7 - 9

VI *CONVERSOS, MORISCOS* AND THE IMPOSITION OF RELIGIOUS AND CULTURAL HOMOGENEITY.

– Rawlings, *The Spanish Inquisition*, 47-89.

- Margaret Mott, “Leonor de Cáceres and the Mexican Inquisition,” *Journal of the History of Ideas*, Vol. 62, No. 1 (Jan. 2001), pp. 81-98.
- Ronald E. Surtz, “Morisco Women, Written Texts and the Valencian Inquisition,” *The Sixteenth Century Journal* 32 no. 2 (2001): 421-433.

OCTOBER 14 - 16 T.B.A.

OCTOBER 21 - 23

VII ENEMIES OF THE STATE: PROTESTANTS AND HERETICS

- Rawlings, *The Spanish Inquisition*, 90-113.
- Henry Kamen, “Toleration and Dissent in Sixteenth Century Spain: The Alternative Tradition,” *The Sixteenth Century Journal* 19, no. 1 (1988): 3-23.
- Jaime Contreras, “The Impact of Protestantism in Spain,” *Inquisition and Society in Early Modern Europe*, Stephen Haliczer, ed. and trans. (London & Sydney: Croom Helm, 1987), 47-63.

OCTOBER 23, ASSIGNMENT 2 DUE

OCTOBER 28

VIII THE ENEMY WITHIN: *ILUMINADOS OR SAINTS*

- Rawlings, *The Spanish Inquisition*, 114-134.
- Clark Colahan, “María de Jesús Agreda. The Sweetheart of the Holy Office,” in *Women and the Inquisition*, Mary E. Giles, ed., 155-170.

NOVEMBER 4 - 6

IX COLONIAL CHALLENGES: THE PROBLEM OF IMPOSING UNIFORMITY ON A DISTANT MULTI CULTURAL SOCIETY

- Lisa Sousa, “Tying the Knot: Nahua Nuptials in Colonial Central Mexico,” in *Religion in New Spain*, Susan Schroeder and Stafford Poole, eds., Albuquerque, University of New Mexico Press, 2007, pp. 33-45.
- María Elena Martínez, “Interrogating Blood Lines: ‘Purity of Blood,’ the Inquisition and Casta Categories,” in Susan Schroeder and Stafford Pole, eds. *Religion in New Spain* (Albuquerque: University of New Mexico Press, 2007). 196-218. (OWL)

NOVEMBER 11-13

XI SEX, BLASPHEMY AND SOCIAL CONTROL IN SPAIN AND ITS COLONIES

- Javier Villa Flores, “On Divine Persecution: Blasphemy and Gambling,” in *Religion in New Spain*, Susan Schroeder and Stafford Poole, eds., Albuquerque, University of New Mexico Press, 2007, pp. 238-262.
- Cristian Berco, “Social Control and Its Limits: Sodomy, Local Sexual Economies and Inquisitors during Spain’s Golden Age,” *The Sixteenth Century Journal* 36, no. 2 (2005): 331-358.
- Chuchiak IV, *The Inquisition in New Spain*, Doc. 43, 230-234.

NOVEMBER 18 - 20

XI UNDEFINED BOUNDARIES: MEDICINE, SUPERSTITION AND WITCHCRAFT

– Carole A. Myscofski, “The Magic of Brazil: Practice and Prohibition in the Early Colonial Period, 1590-1620,” *History of Religions*, Vol. 40 No. 2 (Nov. 2000), po. 153-176.

– Martha Few, “On Her Deathbed, María de la Candelaria Accuses Michaela de Molina of Casting Spells (Guatemala, 1696), in *Colonial Lives. Documents on Latin American History*, Boyer and Spurling, eds., 166-177.

– Henry Kamen, “Notes on Witchcraft, Sexuality, and the Inquisition,” *The Spanish Inquisition and the Inquisitorial Mind*, Angel Alcalá, ed. (Boulder, Col.: Columbia University Press, 1987), 237-47.

NOVEMBER 20, ASSIGNMENT 3 DUE

NOVEMBER 25 - 27

XII THE 18TH CENTURY: ENLIGHTENMENT AND INQUISITION

– Rawlings, *The Spanish Inquisition*, 135-156.

– Lewis A. Tambs, “The Inquisition in Eighteenth Century Mexico,” *The Americas*, Vol. 22:2 (Oct. 1965), 167-181.

DECEMBER 2

XIII FINAL REMARKS: THE LEGACY OF THE INQUISITION

– Rawlings, *The Spanish Inquisition*, 1-20.

– Henry Kamen, “500 Years of the Spanish Inquisition,” *History Today*, Vol. 31:2 (1981), 37-41.

– E. William Monter, “The New Social History and the Spanish Inquisition,” *Journal of Social History* Vol. 17:4 (1984), 705-713.