

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

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

Prof. L.M. Hernández-Sáenz  
Office STH 2124  
[lmhs@uwo.ca](mailto:lmhs@uwo.ca)

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 Jan 26	10
Assignment 2 (6 pages) due Feb. 23	15
Assignment 3 (8 pages) due March 24	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:

- James E. Wadsworth, “Children of the Inquisition: Minors as Familiares of the Inquisition in Pernambuco, Brazil, 1613-1821,” *Luso-Brazilian Review* Vol. 42:1 (2005), 1613-1821.
- Javier Villa-Flores, “To Lose One’s Soul: Blasphemy and Slavery in New Spain, 1596-1669,” *Hispanic American Historical Review* (HAHR) 82:3 (August 2002), 435-468.

**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.**

## **SUPPORT SERVICES**

Students who are in emotional/mental distress should refer to Mental Health@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.*

## THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF SOCIAL SCIENCE

### 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 ACCOMMODATION

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](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. 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 is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

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](mailto:rdashfo@uwo.ca)

# THE INQUISITION IN THE SPANISH AND PORTUGUESE EMPIRES

## Tentative Schedule

### JAN. 5 - 7, 2016

#### I INTRODUCTION AND 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.

### JAN. 12-14

#### II 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.

### JAN. 19 - 21

#### III 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.

### JAN. 26 - 28

#### IV 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.

**ASSIGNMENT 1 DUE JAN. 26**

### FEBRUARY 2 - 4

#### V *CONVERSOS* AND THE IMPOSITION OF RELIGIOUS 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.
- Lu Ann Homza, ed. and transl, *The Spanish Inquisition 1478-1614. An Anthology of Sources* (Indianapolis/Cambridge: Hackett Publishing Co., 2006), documents 3 and 4 in p. 13-26.

## **FEBRUARY 9 - 11**

### **VI MORISCOS AND THE END OF A MULTICULTURAL SOCIETY**

- Ronald E. Surtz, “Morisco Women, Written Texts and the Valencian Inquisition,” *The Sixteenth Century Journal* 32 no. 2 (2001): 421-433.
- Karoline P. Cook, “Navigating Identities: The Case of a Morisco Slave in Seventeenth-Century New Spain,” *The Americas* 65:1 (July 2008), 63-79.

## **ASSIGNMENT 2 DUE FEBRUARY 23**

## **FEBRUARY 23 - 25**

### **VII 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.

## **MARCH 1 - 3**

### **VIII 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.

## **MARCH 8 - 10**

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

- Richard E. Greenleaf, “Persistence of Native Values: The Inquisition and the Indians of Colonial Mexico,” *The Americas* 50:3 (Jan. 1994), 351-376.
- 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.
- Chuchiak IV, *The Inquisition in New Spain*, Doc. 43, 218-227.

## ASSIGNMENT 3 DUE MARCH 24

### MARCH 22 - 24

- XI UNDEFINED BOUNDARIES: MEDICINE, SUPERSTITION AND WITCHCRAFT
- 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.

### MARCH 29 - 31

- XII THE 18<sup>TH</sup> 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.

### APRIL 5

- 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.