

Instructor:
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Office Hours: T/Th 1:30 – 2:30

HI 300 Sophomore Seminar Fighting Dissent: The Inquisition in Medieval and Early Modern Europe

Fall 2019

HI 300 003: Tue & Thu 10.15 - 11.30 in Withers 246

HI 300 004: Tue & Thu 11.45 - 1.00 in NIN 125

Course Description:

This Sophomore course will offer an introduction to the theory and practice of history as a scholarly discipline and will focus on acquiring necessary skills to succeed as a student of history. We will practice locating primary and secondary sources in the library and archives, building bibliographies, formulating historical research questions, conducting research, and constructing historical narratives.

The course further intends to prepare students to become more critical producers and consumers of historical literature through the examination of the medieval and early modern European Inquisition starting with the persecution of the Cathars in the 13th and 14th century to the persecution of Jews in the 15th and persecution of Protestants and Atheists in the Renaissance. These distinctive cases will be examined through examples from France, Spain, and Italy in order to assess the inquisition as an instrument to fight dissent. As the Inquisition has captured the minds of many academics as well as popular culture writings a great variety of materials have been created, and through examining and interpreting some of these historical materials students will learn the craft of a historian, and produce a piece of scholarly work as their final project. This class is also going to emphasize collaboration among students for various course objectives.

HI 300 is a requirement for all history majors. It does not fulfill any GEP requirements for students in other majors. There are no prerequisites for this course.

1. Books:

Required:

John Arnold. *Inquisition and Power: Catharism and the Confessing Subject in Medieval Languedoc* (University of Pennsylvania, 2001)

Jules Benjamin. *A Student's Guide to History*, 14th edition (Bedford/St. Martin's, 2019).

Carlo Ginzburg. *The Cheese and the Worms*. (John Hopkins University Press, 1992)

Lu Ann Homza. *The Spanish Inquisition, 1478 - 1614: An Anthology of Sources*. (Hackett, 2006)

Joseph Perez. *The Spanish Inquisition: A brief history*. (Yale University Press, 2005)

Recommended:

Joseph Williams. *Style: Lessons in Clarity and Grace*. 11th edition (Pearson, 2014)

Kate L. Turabian. *A manual for writers of research papers, theses, and dissertations: Chicago Style for students and researchers*. 8th edition (Chicago: University of Chicago Press, 2013).

2. Assignments:

Table 1: Assignments

Assignment	Point Value	Due Date
Archive Assignment	100	Sept 12
Library Assignment	100	Sept 19
Reading Responses - 5x	50 (10 ea)	See schedule
Presentation (on additional reading) - 1x	50	Individual
Written book review (on additional reading) -1x	100	Individual
Research Paper Proposal	150	Oct 15
Peer Review	50	Nov 26
Final Paper	200	Dec 5
Participation	200	Always

The assignments in this class build onto one another, adding skills and confidence to each student and culminating in a common skill set of historians. To complete this class, all assignments must be submitted

Library Assignment

This assignment is intended to teach students an effective use of the library catalog and library holdings and consists of an in-class tutorial and worksheet. Through this assignment students will learn how to research library holdings and how to find those materials. Further, this assignment will serve as an introduction to Chicago style (Turabian) references, which will be fundamental for the success of other assignments during the semester.

Students will receive a worksheet after the in-class tutorial. The worksheet will require the students to both research library holdings online and personally visit the library [D.H. Hill building]. The worksheet must be turned in one week after the in-class tutorial **on Moodle** for full credit.

Please note that assignment on Moodle must be submitted as Word or PDF files. **DO NOT submit .pages files, Moodle does not process such files currently.**

Archive Assignment

In the past decade many archives have started to digitize their holdings and put them online for remote access. This assignment requires a search of the internet for an archive with digitized archival primary source holdings that is associated with an educational, government, or ecclesiastical institution such as a university, museum, church, or state. The chosen archive must have holdings of the inquisition. In a second step this assignment requires that one primary source of the student's choice is selected and described.

The description of the source must contain the following elements and can be answered in paragraph form:

1. The **repository** (institution that is in possession of the original document): Institution and short description of it. → 20 pts
2. **Provenance** (place of origin of source, record of ownership): include if the original document has been destroyed and the existing document is a transcription of later centuries → 20 pts
3. **Condition** of document: Is the document complete (pages missing)? Are there damages to the document (tears, fading, abrasions etc.) that result in illegible parts? → 10 pts
4. **Editorial changes**: Did the archive post the complete record? Can you get access to both an image of the source and a transcribed version? Are you working with a translation? What are the implications when working with this source? → 20pts
5. **Classification**: What kind of primary source is it and what must be considered when working with it? (interrogation, trial record, diary, eye witness account, witchcraft manual, etc.) → 20 pts
6. **Content**: brief (no more than one page) description of the contents. (Who, what, where, why) → 10 pts

This assignment must be turned in through Moodle. Late submissions will be penalized with a deduction of 10 points.

Do NOT submit files with .pages extension.

Reading Responses

A reading response is NOT a simple summary of the readings you did, but a way to reflect on your thoughts and reactions about the readings. It is not a traditional formal paper but nevertheless should be well thought through and carefully written.

For this assignment the students will write a 500-word long reading response which is due at noon the day before the class and relates to the readings, late submissions will not be accepted. The reading response must be turned in through Moodle as a word or pdf file. Students will be able to see the responses of other students once they have submitted their own work and are required to read at least five postings by other students before class begins.

Questions that should always be considered in the reading response are:

1. What is the main argument of the author?
2. What sources do they use and how are they utilizing them?
3. The reading response should discuss points of interest and should pose questions that can be discussed during class time.

There will be no letter grades for the individual reading responses, however, they will be graded by a default 10 points for submission of a 500 word response, 5 points for responses that are significantly shorter or longer (more than +/- 15%) and / or show severe quality issues, and 0 points for no submissions. The reading responses will be checked regularly but will not routinely receive comments.

In cases where the deadline for the assignment cannot be met due to severe reasons, it is the student's responsibility to get in touch with the instructor in order to receive an extended deadline.

Presentation and Book Review

At the beginning of the semester each student will sign up for one individual, additional reading which they will present to the class on an assigned date. Each listing consists of either one book, or two scholarly articles. Additionally, the student will write a book/article review of 500-700 words which must be posted on Moodle at noon **before** presentation day, giving the other students the opportunity to read the review and think of questions of interest ahead of the class presentation.

Presentation:

The presentation should have a length of 15 minutes and needs to give a comprehensive overview of the readings, including the author's argument, methodology, and contribution to the historiography. Furthermore, the presenter should talk about the author and their credentials for writing this work as well as how this work has been received within academic circles (read up on some book reviews). Additional resources such as Power Point can be used but are not required.

Book Review:

This is NOT a “book report” that states basic facts about the book, or an elaboration why you liked or disliked it, or a summary of the work. A scholarly book review is an analysis that requires you to identify and criticize the central argument, the used methodology (for example what kind of primary sources were used), as well as how it contributes to the historiography. Does it impact how we view the topic? Last but not least, you should discuss if you found flaws in the discussion of the argument. Does the author follow through with what they promised to proof?

For an example review see the [book review](#) by Mark Pegg.

Research Paper Proposal

The research paper proposal will allow students to propose a topic of their interest related to the inquisition and receive feedback before starting to write their final research paper. Keep in mind that the topic must be both narrow and broad enough to complete a 10-page final paper. The proposal must include:

1. An engaging introduction
2. The proposed argument of the final paper
3. Why is this topic important to be discussed? What is your scholarly contribution?
4. The methodology (which primary sources will be used, how, and why?)
5. A preliminary outline of chapters and points that will be discussed in each part

Furthermore, the proposal must have a [separate bibliography](#) (last page of proposal, does not count into the word count) that contains both primary and secondary sources that will be utilized for the final paper. Students may subdivide their bibliography into primary and secondary sources. As a guideline, students should use at least three primary sources and ten academic secondary sources in their paper. Additionally, literature that has been retrieved from online sources other than website ending in .edu or .gov must be vetted! For more information on vetting, please see the vetting section of the assignment description document.

The proposal should be between 1300 and 1500 words and must be turned in [on paper](#) during class time of the due date. Further formal requirements are: 1.5 spaced, standard font size (12pt), 1-inch margins, and Turabian style footnotes and bibliography formatting.

Late submissions are only acceptable in severe situations and with permission of the instructor. Other late submissions will be penalized with a standard deduction of 10 points per 24 hours of being late.

Peer Review

Peer review is the process of subjecting an author’s scholarly work to the scrutiny of other experts in the same field. This assignment is intended to provide students with an additional set of feedback before the submission of the final research paper to the instructor. Through the process of peer reviewing the students will develop stronger critical thinking about the assignment, become more reflective about their own writing,

as well as be encouraged to formulate and communicate effectively by providing constructive feedback.

For this assignment, students will be paired with another student. On the due date, students will share their final draft of the final research paper as a google doc (with editing permission) with their partner and the instructor. The instructor will only access the papers to ensure the progress of the reviews but will not leave comments at that stage. Each student will have one week to comment on their partners work. Comments should be made with the comment function of the program. Please do not write in your partners work!

For guiding questions please see the document “Effective Peer Review” in the document section of the class Moodle site.

There will be no letter grades for the peer review, however, they will be graded with a default of 50 points for reviews that address all 7 categories, 25 points that address only some of the categories or show severe issues, and 0 points for no review.

Research Paper

For the final project, you will produce an original piece of scholarly work that contributes meaningfully to the dialogue on the inquisition. This project will require the interpretation of at least three primary sources as well as the utilization of scholarly secondary literature (at least 10 scholarly articles and/or monographs related to your subject). The formal requirements are: 10 pages in length (+/-10%), typed in standard font (12 point), 1.5 spaced, and 1-inch margins on all sides. Additional features of the paper such as the front page, bibliography, graphics, or appendices DO NOT count into the page count. Furthermore, both footnotes and the bibliography must be formatted in Turabian.

A final draft of the research paper will be due for review purposes two weeks before the final submission of the assignment. Once the review is finalized, each student will have the opportunity to work on corrections based on the review.

The final version of the research paper must be turned in on paper during class time. Late submissions are only acceptable with previous instructor permission or in severe situations. Other cases of late submissions will be penalized with a standard deduction of 10 points per 24 hours.

Participation

This class is designed with a strong collaborative nature in mind which makes participation a fundamental characteristic of the class. Every student is expected to be prepared and on time for every class. Furthermore, students will be graded on quantity as well as the quality of your participation. Attendance alone is not sufficient for participation credit. Grading of participation will be as followed:

- **Exemplary:** The student is well prepared, volunteers frequently for answers, and is attentive. The student furthermore demonstrates willingness to support peers learning process
- **Good:** The student is mostly prepared, volunteers at least once every class meeting for answers.
- **Developing:** The student is occasionally unprepared and does not volunteer to contribute to class discussions.
- **Unacceptable (=F):** The student is late, disruptive, and gets caught using electronic devices for other purposes than class readings regularly. The student demonstrates a lack of concern for the class and their performance and is usually unprepared.

Vetting:

This is the information which you must supply in the bibliography to establish the credibility of a given source.

VETTING IS REQUIRED FOR ALL INTERNET SOURCES USED TO SUPPORT PAPERS IN THIS CLASS. (With the exception of .edu or .gov websites)

This means you need a short paragraph for each of these sources, explaining why this is a credible source. This also means you need to establish the credibility of the site's author, the sources they used, their objectivity, and the logic of their assertions. It is NOT enough to say, "this is a credible site" or that this site was "useful," or "well-known". Remember, it is up to you to prove that the site you used is credible – this is not assumed for internet sites.

3. Grades:

This Course uses a point system with the maximum of 1000 points achievable. The points for assignment, where it is not stated otherwise, will be calculated through the Standard NCSU Letter Grading.

97 ≤ A+ ≤ 100

93 ≤ A < 97

90 ≤ A- < 93

87 ≤ B+ < 90

83 ≤ B < 87

80 ≤ B- < 83

77 ≤ C+ < 80

73 ≤ C < 77

70 ≤ C- < 73

67 ≤ D+ < 70

63 ≤ D < 67

60 ≤ D- < 63

0 ≤ F < 60

Credit Only

You cannot take this course S/U. You must earn at least a C- for this course to get credit for the History major.

4. Class Structure:

Part I	Theory of History
Part II	Applying Theory and Historiography
Part III	History Writing

5. Course Schedule:

Table 2: Course Schedule

WEEK	TOPIC AND READINGS
1	<p>Thu, Aug 22 Introductions - Syllabus and Course Organization - Readings: Benjamin, Chapter 1</p>
2	<p>Part 1 - Mechanics Tue, Aug 27 - Primary and Secondary Sources Readings: Benjamin, Ch 3 http://www.cathar.info/cathar_inquisition.htm (subchapters: Inquisition against the Cathars) Thu, Aug 29 - Evaluating, Interpreting, and Plagiarism Workshop Readings: Benjamin, Ch 4 http://www.cathar.info/cathar_inquisition.htm (subchapter: Jacques Fournier) http://www.cathar.info/121213_fournier_beatrice.htm</p>
3	<p>Part 1 - Writing I Tue, Sep 3 Readings: Benjamin, Ch 5+6 Williams, Style: Part I (Moodle) Thu, Sep 5 Readings: Benjamin, Ch 8+9 Suggested Reading: Williams, Part II and III (on course reserve)</p>
4	<p>Part 1 - Historical Research Tue, Sep 10 Readings: Benjamin, Ch 7 Trouillot, Silencing: Ch 1 (Moodle) Thu, Sep 12 - <u>Library Meeting</u> Archive Assignment Due Special Guest - Cynthia Levine: Class Location ITTC Lab 1</p>
5	<p>Part 1 - Writing II Tue, Sep 17 Readings: Benjamin, Ch 10 Workshop References, Citations, and Plagiarism</p>

	<p>Part 2: Applying Theory - France</p> <p>Thu, Sep 19</p> <p>Library Assignment Due</p> <p>Readings: Lambert, Medieval Heresy Ch: 1,2,3,4,8, 10</p> <p>Watch: Heresy, War, and the Black Death: Christianity in the 13th and 14th Centuries. (Video NCSU online)</p>
6	<p>Tue, Sep</p> <p>Readings: Arnold, Inquisition: Introduction + Part I Reading Response 1</p> <p>Thu, Sep 26</p> <p>Readings: Arnold, Inquisition: Part II Reading Response 2</p>
7	<p>Tue, Oct 1</p> <p>Presentation Day 1</p> <p>Thu, Oct 3 France</p> <p>Presentation Day 2</p>
8	<p>Part 2: Applying Theory - Spain</p> <p>Tue, Oct 8</p> <p>Readings: Perez, Inquisition: Introduction + Ch 1 Reading Response 3</p> <p>Homza, Spanish Inquisition: Documents 1,2, 5</p> <p>Optional Reading: Homza, Introduction</p> <p>Thu, Oct 10 No class - Fall Break</p>
9	<p>Tue, Oct 15</p> <p>Research Paper Proposal Due</p> <p>Readings: Perez, Spanish Inquisition: Ch 2 +3</p> <p>Homza, Spanish Inquisition: Doc's 13,17, 20</p> <p>Thu, Oct 17</p> <p>Readings:</p> <ol style="list-style-type: none"> 1. Perez, Spanish Inquisition: Ch 4,5,6 and conclusion 2. Homza, Spanish Inquisition: Doc's 21, 22, 23, 24 3. Toby Green. Policing the Empires: A Comparative Perspective on the Institutional Trajectory of the Inquisition in the Portuguese and Spanish Overseas Territories (Sixteenth and Seventeenth Centuries). <i>Hispanic Research Journal</i>. Feb2012, Vol. 13 Issue 1, p7-25.
10	<p>Tue, Oct 22</p> <p>Presentation Day 3</p> <p>Thu, Oct 24</p> <p>Presentation Day 4</p>
11	<p>Part 2: Applying Theory - Italy</p> <p>Tue, Oct 29</p> <p>Readings: Ginzburg, Cheese Reading Response 4</p> <p>Thu, Oct 31</p> <p>Readings: Reading Response 5 (both articles)</p>

	<ol style="list-style-type: none"> 1. Henry Ansgar Kelly. "Galileo's Non-Trial (1616), Pre-Trial (1632–1633), and Trial (May 10, 1633): A Review of Procedure, Featuring Routine Violations of the Forum of Conscience". Church History, Vol. 85, Issue 4, p. 724-761. 2. Thomas Mayer. "The Roman Inquisition's precept to Galileo (1616)". The British Journal for the History of Science, 09/2010, Volume 43, Issue 3. pp.327-51
12	<p>Tue, Nov 5 Readings:</p> <ol style="list-style-type: none"> 1. Warren Anderson. "Inquisition and Scholarship". Social Science History Vol. 39, No. 4 (Winter 2015), pp. 677-702 2. Robin Vose. "Beyond Spain: Inquisition History in a Global Context". History Compass, 04/2013, Volume 11, Issue 4. Pp. 316-329 <p>Thu, Nov 7 Presentation Day 5</p>
13	<p>Tue, Nov 12 Presentation Day 6 Part 3: Writing Thu, Nov 14 Writing Day</p>
14	<p>Tue, Nov 19 Final Draft Due Discussion: Peer review Readings: TBD Thu, Nov 21 Work on Review</p>
15	<p>Tue, Nov 26 Peer Review Due Discuss peer review with partner Thu, Nov 28 No class - Thanksgiving Day</p>
16	<p>Tue, Dec 3 Writing Day Thu, Dec 5 Final Research Paper Due</p>

6. Policies

1. Attendance Policy:

Punctual attendance is required. You may miss two (2) classes unexcused: starting with the third unexcused absence fifty points per unexcused absence will be deducted from the final points. Reasons for an excused absence fall under the following categories:

- Absences for representing the University such as serving as a member of an athletic team or professional meetings
- Court Attendance with certified documentation by a Clerk of Court
- Illness with appropriate documentation by a doctor which shows the correct date for the absence

- For death in family, funeral attendance, serious illness: take appropriate documentation to the Division of Academic and Student Affairs, (919) 515-2963. DASA will work with you to verify the absence and report back to me. It is your responsibility to make sure that this is completed in a timely manner and no later than two weeks after the absence.

Documentation is to be turned in at the first class meeting after the excused absence. More than five absences from class will result in an immediate failing grade for the class.

2. Technology Policy

The use of any electronic devices (laptops, cell phones, tablets, smart watches etc.) in this course is prohibited for all other purposes than class readings, note taking, or research. Any student discovered using electronics for private communication will be marked absence. If electronics become a point of general distraction, or hindering class discussion, the instructor reserves the right to recall the right to use electronics.

Any recordings of classes are strictly prohibited.

3. Statement for students with disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office on the third floor of University College Commons (Suite 304), 2751 Cates Avenue, Campus Box 7509, 919.515.7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (REG02.20.01). NCSU Accommodations Policies.

4. Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct. Cheating and cheating attempts in exams will result in a failing grade for the course.

5. Incomplete Grades

Students will not be given a temporary grade of IN (incomplete) unless they have attended classes regularly for most of the semester, have completed at least 60% of required work, have missed required work as a result of factors beyond their control, and have submitted satisfactory documentary evidence. An IN grade not removed by the end of the next semester in which the student is enrolled or by the end of twelve months, whichever is earlier, will automatically become an F (unless the student can present a compelling, well-documented case for the extension). For the NC State policy on grading and IN grades, see: Policy on Incomplete grades.

6. Inclement weather

If due to weather, NCSU is closed, the starting time delayed such that our class is canceled, or the University is operating under the inclement weather policy, the class schedule including presentations will be revised accordingly.