

JUS/HIST 454/554
THE SPANISH INQUISITION
Fall 2014

CLASS MEETINGS: Mon., Wed., Fri. 12:00-12:50 PM, COMM 311

INSTRUCTOR:

Prof. David Graizbord

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COURSE DESCRIPTION

This course is a historical examination of the unified Spanish Inquisition (1478-1834). JUS/HIST 454/554 is therefore a small window into various phenomena associated with the history and cultures of early modern Spain, Portugal (which was ruled by Spain from 1580 to 1640) and their empires. The course will introduce you to historical events related to the construction and application of early modern concepts of identity, social discipline and deviance, conscience, martyrdom, mercy, and justice. Because of my own research interests and expertise, the course will also emphasize the history of early modern Jews of Iberian origin and especially of the Jewish-identified group known (inaccurately) as *conversos*, *judeoconversos*, New Christians, and Men of the Nation, among other names. This focus on Jewish history means that the course will also concentrate on the phenomena of anti-Judaism and Judeophobic racism as they were manifested in early modern Iberian and Ibero-American life.

Though chronological parameters of the course are wide, is not intended as a comprehensive survey. Rather, it is intended as a study of selected social and cultural phenomena focusing on a particularly infamous institution, its development, cultural products and context(s), and aspects of its legacy. Ultimately, like all baccalaureate-level courses in the humanities and social sciences, JUS/HIST 454/554 is designed so that it forms part of a broader intellectual education that develops your ability to read and think critically and articulate sophisticated ideas cogently and correctly, in this case according to the norms of a humanistic discipline.

REQUIRED BOOKS AND OTHER MATERIALS

1. Kamen, Henry. *The Spanish Inquisition: A Historical Revision*. London, 1997.
2. Homza, Lu Ann, ed. and trans. *The Spanish Inquisition, 1478-1614: An Anthology of Sources*. Indianapolis, 2006.
3. Kagan, Richard and Abigail Dyer, ed. *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*. Baltimore, 2004.
4. Additional reading assignments will be available on the D2L site for this course.

FORMAT

The course will consist of lectures and discussions. A typical week may work something like this:

1. Monday: Lecture and discussion. Your job is to come prepared to ask questions that arise from your own reading of the assigned material and to bring that material to class. I will ask you questions about that material. The Powerpoint-based lectures will not allow you to remain passive.
2. Wednesday: Lecture and discussion. Your job is to come prepared to ask questions that arise from your own reading of the assigned material, to give responses to assigned questions, if any, and bring the assigned reading material to class.
3. Friday: Discussion. Your job is to do the assigned reading, bring it to class and be ready to discuss it.

COURSE WEBSITE

The webpage for this course is found in the D2L website: <http://www.d2l.arizona.edu/>. On accessing and using the site, See items 17-19 under POLICIES AND REQUIREMENTS, below.

EXAMS, OTHER WRITING ASSIGNMENTS FOR SECTION 001

A. Exams: Two “take-home” exams—a first exam and a final—based on weekly reading assignments and lectures.

1. Format: Each exam will consist of at 10 or so previously distributed “ID” items, and 2 or 3 previously distributed essay questions requiring short answers. You will answer 4 of the ID items and one essay question of your choice. Details will follow in class.
2. Material covered: Each exam will address material learned during the preceding 1/3 (first exam) or 2/3 (final exam) of the course.
3. Length: Your responses to each exam (IDs and essay) should cover approximately 6-7 double-spaced, typed pages.
4. Preparation: You will receive review sheets to help you prepare for each exam.
5. **DUE DATES:** **First Exam:** **MONDAY, 9/29, 11PM by D2L.**
Book Review: **MONDAY 10/27, 11PM by D2L.**
Final Exam: **TUESDAY 12/16 at 3PM by D2L.**

B. Book Review: Students must complete a 2,000-2,500-word review of an academic work of monographic length that deals in a significant way with inquisitorial history and culture and their contexts. The reviewed work must use documentary sources originating in the Iberian and/or Papal and/or Venetian Inquisitions. Students may select the book they will review from a list that has been or will be provided via d2l. Alternately, they must obtain my approval for writing about an unlisted work. Graduate students may opt to write on 2 or more related academic articles instead of a single, monographic work. Details, deadlines and expectations are or will be posted to the D2L site.

EXAMS, QUIZZES AND WRITING ASSIGNMENTS FOR SECTION 002 AND THE GRADUATE SECTION

Honors students and graduate students will complete the first exam and the book review as specified above. Instead of completing the final exam, however, they must write a 10-15-page research paper on a subject that is germane to the last 2/3 of the course. Details, instructions, and relevant deadlines will be posted to the D2L site.

GRADING (See also under “Evaluations,” below)

SUMMARY

Evaluation Category	Section 001	Section 002 and 545-001
Book Review:	25% of semester grade	25%
Midterm:	20% of semester grade	20%
Final or Honors Research Paper:	30% of semester grade	30%
Oral Participation:	25% of semester grade	25%

SEMESTER GRADES: 90-100 % = A, 80-89.99% = B, 70-79.99% = C, 60-69.99% = D, 0-59.99% = E

1. The **first exams and book reviews** will be graded on their own 100-point scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = E.
2. Each of the written responses to the **final exams** or **Honors/graduate research papers** will be read, marked with little or no comment, and assigned a numerical score with corresponding letter grade without an overt calculation of the earned points *unless* you provide a sufficiently stamped and self-addressed envelope in which I may send you your material. You must submit that envelope by the deadline specified in the exam itself.
3. Grades are not negotiable. They will not be rounded upward. You do not “get” grades here; you *earn* them. Do not talk to me about your grades; talk to me about your development of skills and your understanding of the course.
4. Writing assignments for “Reading Days” (if any) may be counted toward participation scores. Details will be announced in class.

PARTICIPATION IN CLASS DISCUSSIONS

An operating principle of this course is that true learning is participatory. Becoming an educated, sophisticated, and intellectually powerful individual is not a “spectator sport.” Therefore, your participation in class discussions will not only be welcome; it is expected.

You should prepare to participate in class discussions on a weekly basis by completing all the reading assignments on schedule and coming to class with questions, comments, and ready to field questions on the assignments, as I will regularly ask for feedback from you. If you participate, you will develop valuable communication and thinking skills without which you will not be able to exercise control, creativity, and leadership in many aspects of your life. Do you want control over your own education, and by extension, your own life, and do you wish to positively influence the communities to which you belong, or would you rather be a “fly on the wall,” an inconsequential seat-warmer, to the tune of thousands of (usually borrowed) dollars per semester for four or more years? The choice is yours.

For purposes of this course, “participation in class discussions” means asking questions, issuing constructive comments, and answering questions consistently throughout the semester. It also means speaking in full sentences. It does not mean being present in the classroom, being attentive, and being generally nice.

To earn a “C” in participation, you must speak consistently in the class. “Consistently” means at least every other week. To do better than a “C,” you must contribute more often, and substantially, not a certain number of times. Granted, speaking often will increase your chances of making an impact on our discussions—and on my memory—but you do not have to be The One Who Speaks The Most in the class to do well in this regard. Just give it your all. Think out loud.

Bear in mind that I do not expect you to be an expert on the subject of the course. You should not expect to always make sense or to “know The Answer” when you participate in the discussions. Often, there is no “right answer” to historical questions; there are only cogent and persuasive arguments, and less cogent and less persuasive arguments. All I require is participation to the best of your ability. Reactions such as, “Can you please go back to what you said earlier about XYZ?” or, “I’m lost! I don’t understand what you are talking about,” are valid and valuable forms of participation. Again, think aloud. Get used to it. If you feel that you have put your foot in your mouth, bear in mind that the feeling is normal and quite common. Relax. There will usually be many other opportunities to speak cogently and persuasively in the class.

Think of the classroom as a laboratory where we experiment with ideas, often messy and caustic ones that may ignite and singe our eyebrows, just as a lab scientist experiments with dangerous substances and physical forces. It is OK, in fact, it is *crucial* to make mistakes in our lab. That’s how we—you and I—learn.

POLICIES AND REQUIREMENTS

PREPARATION

1. **Complete all the reading and writing assignments** and come promptly to *each and every class* session prepared to discuss these assignments. There is no better near-guarantee of your basic success in the course than to do this. If you do not understand the assignments see me as early and as often as possible. I want to help you understand them. That is part of my job.
2. **Bring your reading assignments to every class session**, as I will often ask you to consult them. Print out all web-based material (including electronic reserves) and bring your printouts to class on the days that they will be discussed. Prepare to provide responses to any weekly questions that are provided by the instructor. It is best if you briefly write your responses and bring them to class. Print all electronic (D2L) reserves early to avoid last-minute crises when you are trying to write your essays for the exams.
3. When preparing your essays for the exams of this course, you should read or at least consult any items listed as **“Recommended”** in the schedule of reading assignments (below). Reading only the required reading assignments may result in lower scores for your essays.

ATTENDANCE

4. Your **attendance** at each and every class session **is required** and extremely important for the success of the course—and for yours. Although cases vary, students who do not attend my classes regularly will very rarely earn a course grade above a “C.” Often, they will not even earn a semester score above a “D”; many will fail the classes entirely.
5. I will document attendance on Fridays by making a **“roll call”** by the end of every Friday class session. I will usually roll-call at the very beginning of the sessions (unless I forget to do so), so be in the classroom on time. It is your responsibility to make sure that you are accounted for. Do not rely on my possible memory of your presence. **You must keep records of your own attendance** and absences. For example, keep good hand-written notes from each session in case your presence is called into question. Keep a good email record of your absences by sending me a message about them and copying the messages to your email account. I will not tally and communicate regarding students’ absences until the end of the semester, so before that time do not ask me how many absences you have accumulated. It is your responsibility to know how many times you have been absent and when. **Students who miss more than two Friday sessions for inexcusable reasons (on excusable absences, see below), will be penalized at the rate of a 1% point drop in their global participation score for every additional absence.**
6. Students who are absent during either or both of the first two scheduled class sessions may be administratively disenrolled (=“dropped”) from the course. It is ultimately your responsibility to manage your enrollment and financial aid status.
7. There will be no opportunities to make up missed work except in cases of family-related emergencies, medical emergencies, University-approved absences, and University-recognized religious holidays as described in various items of this section. If you know that you will not be able to complete an assignment because of an illness, family-related emergency, a religious holiday, or Dean-approved commitment, let me know this before your absence if at all possible. Otherwise, it may be impossible to grant you an excuse for any work and/or deadline you miss.
8. To account for any and all missed reading and writing assignments, it is best if you keep an electronic (email) record of your situation. In case of a missed assignment, you may wish to send me a note by email to let her know of your general circumstances. Typically, it is not necessary, neither is it required, for you to delve into fine details. It is never my intention to violate your privacy. When disclosing information about your status, just use common sense. If you wish to provide me with documentary proof that you were absent because of an illness, you may, for instance, provide a copy of a receipt of your visit to a physician; it is typically not necessary for the physician’s office to write a note for you, much less provide any but the most general information about your health.
9. Your attendance on the date that course evaluation forms will be completed—TCE day—is absolutely mandatory, except in cases of medical and/or family emergencies, University-approved absences, and/or religious holidays in which work is traditionally forbidden. Attendance will be checked on that day. I will penalize unexcused absentees by downgrading their final grade for the semester by 5% points. On most semesters, I will announce the date that course evaluation forms are to be completed. If no announcement is made, assume that the TCE forms are to be completed during the last scheduled class session before Finals’ Week.
10. Absences pre-approved by the UofA Dean of Students (or the Dean’s designee) will be excused.
11. Students who can conceivably demonstrate their affiliation with an organized religion may be granted a deadline-extension to complete the first exam and/or book review if the relevant deadlines coincide with or are very close to religious holidays in which work is traditionally forbidden. However, *absences owing to travel to and from holiday observances that does not take place during the holidays themselves will not be excused.* Plan your travel and your 3 allowable unexcused absences accordingly.
12. Students remain responsible for the material covered during their absence(s). If you miss a class meeting, do the reading assigned for that session, ask a classmate for his/her notes on the session, review the notes, and only then contact me if you have questions. I cannot and will not replicate class lectures and discussions for absentees. The questions “What did I miss?” and, “Did I miss anything important?” have obvious answers; please do not ask them.
13. Students who observe Judaism strictly are expected to attend all class sessions scheduled for *erev yom tov* and *erev chag*, and will not be excused from the classroom because our regular class sessions will occur well before sundown.

REQUIREMENTS FOR HONORS AND GRADUATE STUDENTS

14. Students in the Honors and Graduate sections must complete a 10-15-page research paper instead of the final exam. Relevant explanations, instructions and deadlines are or will be posted to the D2L site.

USING D2L

15. To access reading material on electronic reserve, log on to the D2L website at: <http://www.D2L.arizona.edu>. You will need to enter your UA NetID and password to access the site's content. You may submit writing assignments electronically at designated drop-boxes in the website or as instructed by the instructor.
16. Since all assigned materials can be found on-line, and/or in the main stacks of the Main Library, and/or at the JUS office (Marshall 420, M-F 9-4), or sometimes at local libraries, not being able to access course reserves electronically is no excuse for not reading assignments. Make use of computer terminals on campus if your home's internet connection and/or your own computer and printer are unreliable or otherwise inadequate.

EVALUATIONS

17. **First Exams and Book Reviews that are submitted late** will be downgraded as follows: If you submit your work within 2 hours after the deadline: minus 6 points. If you submit the material verifiably 2 hour and one minute to 8 hours after the deadline: minus one full letter grade. If the paper is submitted 8 hour and one minute or more hours after the deadline: a failing grade of "E." Unfortunately, the deadlines for submitting semester grades to the University Registrar prevent me from accepting **final exams and Honors/graduate papers that are submitted late**. If you foresee problems in meeting deadlines, contact me in advance.
18. If you submit the book review, midterm and/or the final exam in a timely fashion, but earn a failing score for that material, the material (exam or review) will be assigned 5 points for purposes of determining your final grade for the course. However, if you earn a failing score for any exam and/or book review because you submitted it (or them) late, or because you failed to submit it (or them), a score of 0 (zero) points will be assessed for purposes of calculating your final grade for the course.
19. No resubmissions of exams or other assignments will be accepted without special permission. If you are willing to rewrite an exam or other assignment that you submitted in a timely fashion, and that was complete, but for which you earned a letter grade of "D" or below, see me ASAP to discuss this. You may then request special permission to rewrite your assignment and resubmit it. I will evaluate your request and will let you know of my decision as soon as possible. Be aware, however, that in most cases I will deny such requests, especially those involving final exams. Students may not resubmit more than one exam or term paper per semester.
20. No "extra credit" or "make up" work will be assigned.
21. Final grades for the semester, and grades for individual assignments, are not negotiable and will NOT be rounded upward. For example, 89.5 = B, not A.

ACADEMIC INTEGRITY

22. You must abide by all University regulations concerning academic honesty and plagiarism, as specified in the University's *Code of Academic Integrity*. Papers that read oddly alike will be treated as possible violations of the *Code*. See under "Code of Academic Integrity" at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>. Plagiarism is defined as using the ideas and words of others without indicating whose ideas and whose words they are. For a more in-depth discussion, see <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>. If you quote, use quotation marks and give the reference. If you use ideas only and not the actual words, provide the reference but do not use quotation marks. The penalty for cheating or plagiarism in this course is zero credit for any assignment in which it occurs, and you may be reported to the Dean of Students.

BEHAVIOR IN THE CLASSROOM

23. I expect all students to turn off their cell phones, pagers and other non-essential devices for the duration of all class sessions.

24. *You may not use laptop computers, tablets, or other computing devices during class sessions* unless you document a disability or other special condition(s) that require(s) your use of such devices.
25. I expect students to refrain from socializing during the class sessions and to act courteously towards others at all times. Students may not use cell phones or pagers during class time except in case of a dire emergency. Students may not chat, eat meals, sleep, read newspapers, check and/or send text messages, listen to music or otherwise behave disruptively during class time. The classroom is not a movie theater or a sport arena. This is *your* education. Be there. No disruptions, such as socializing during class lectures and discussions, aggressively interrupting others' speech, and engaging in threatening behavior, will be tolerated. A definition of and policies against threatening behavior at the University are accessible at <http://policy.web.arizona.edu/threatening.pdf>. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student may be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm. Students who engage in disruptive and/or threatening behavior may be referred to the Dean of Students for disciplinary action.

SPECIAL NEEDS

26. Students with Disabilities: If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. If you determine that disability-related accommodations are necessary, please register with Disability Resources (621-3268; <http://drc.arizona.edu/>) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.
27. Students with special needs who are registered with the S.A.L.T. and/or the Disability Resource Center must submit appropriate documentation to request and arrange for special accommodations.

CHANGES TO THE SYLLABUS

28. The information contained in this course syllabus, other than the information contained under the sections entitled "Grading," "Evaluations" and "Attendance" above, except as noted above, may be subject to change with reasonable advance notice, as deemed appropriate by me (the instructor).

DOING WELL IN THIS COURSE

"Doing well" in this course is not merely a matter of working hard. It is a matter of understanding and skill. At this level, you either possess the thinking, reading, speaking, time-budgeting, social, and especially, *writing* skills that translate into success in the course, or you do not. This is irrespective of your effort, earnestness, respectfulness, niceness, ability to pay attention, and so on. The course will allow you to exercise and hence improve your academic skills, but is not designed *primarily* to teach college-level writing and related communication skills. The course is not designed to guarantee that you will achieve specific academic and/or career goals that do not pertain directly to the course—for example, getting into business school or law school.

This class assumes no prior knowledge of the Inquisition, of Spain and Portugal, and of Jews and of Judaism whatsoever. **You do not need to be Jewish to do well in the class.** You are not expected to already be an expert on anything taught here. Students who have a background in History and in Judaica may know a few germane terms and facts, but this does not mean that they will do better or worse in the course than those who do not possess such a background. Much of what this course covers is not part of a traditional high school education in any case. More importantly, the approach of this course is secular and empirical, not traditional and/or partisan. The course is not intended to argue for or against the Spanish Inquisition and its victims. All students have an equal opportunity to perform well in the course. Advice for optimizing your performance is listed below.

HOW TO OPTIMIZE YOUR PERFORMANCE IN THIS COURSE

1. **Establish a good rapport with your instructor(s)** early on. Do this by coming to each and every class session prepared (having read the assigned material—including the syllabus) and in a timely fashion, by asking questions as they arise, and by participating consistently in class discussions. Doing this will convey that you are interested, mature, resourceful, and reliable. As you know, true learning is not a “spectator sport.” You are entrusted with considerable power and control over your own education. There is no better way to own that power, to seize and exercise that control, than to prepare for class sessions *outside* the classroom and to participate in the sessions to the best of your ability.
2. Accomplish much of your learning *outside* the classroom by **immersing yourself in the reading assignments**. Read actively. Think while you read. Ask questions of the authors. Write down your reactions to what you read and convey these impressions in class. Mark the things you do not understand and ask me about them in class or by e-mail. Write notes on the material that you read for the class; do not merely “scan” texts or underline whatever seems to be important without digesting it. The point of reading in a history course is not to *remember* everything but to acquire the building blocks for analyzing history. On “How to Read in College,” see for instance: <http://blogs.swarthmore.edu/burke/permanent-features-advice-on-academia/how-to-read-in-college/>. See also “How to Read a (Good) Book in One Hour,” at <http://savageminds.org/2007/10/01/how-to-read-a-good-book-in-one-hour/>, and “How to Read,” at <http://pne.people.si.umich.edu/PDF/howtoread.pdf>.
3. **Focus on understanding the assigned reading material and on sharpening your communication skills, rather than on securing certain grades**. Be assured that you are largely in control of your performance in the class. This is because students’ scores are earned, not doled out arbitrarily. At any rate, in the grand scheme of life, grades are almost completely insignificant. By contrast, learning, and how you learn, are crucial. Please know that your instructor will not like you more or less according to your grades. He will, by contrast, appreciate and accommodate your genuine interest, your willingness to learn, and your positive attitude, regardless of the current level of your intellectual development and skills. A word of advice: Instructors love to talk about what they teach. Do not talk to them about grades. Talk to them about the substance of their courses, as mastering that substance is a key to good performance. *Putting grades at the front and center of a conversation with your instructors conveys that you are not a mature person but a “grade-grubber” and mere status-seeker who thinks nothing of hassling people to achieve a certain placement irrespective of merit—or lack of merit.*
4. **Use available resources**. This course is largely about reading and writing. How well and how correctly you express your ideas in writing is especially crucial to your performance in the course. Your professor, the library staff, academic and psychological counselors, and the staff of the **U of A’s Writing Center (621-3182)** and Writing Skills Improvement Program (621-5849), among other services, are here to try to help you where and when it is appropriate to do so. We may do this only if you articulate your needs to us. *I advise ALL students to make appointments with the staff of the Writing Center NOW for a review of rough drafts of essays before the applicable deadlines (see the list of deadlines above).*
5. **Summary**: Your job is to complete all reading assignments, come to every class session, and, above all, to think, question, and learn from the assignments and class discussions. To perform to the best of your ability, do the following: read and listen actively, participate in class discussions, be timely, complete all assignments, follow instructions thoroughly, budget your time well, refrain from all rudeness, and ask for help whenever you need it. (An itemized list of all assignments is below.)

The Big Picture: Understanding What You are Really Getting Out of College

The average first-year student has little idea of what a university education is all about. He or she knows that a degree from the University...will be an asset in making a successful career, and that is about it. The student chooses a concentration on the assumption that it will provide preparation for a career in law, business, medicine, the media, etc., for it is widely believed that *what* one studies determines *how* one earns a living. For example, both students and parents assume that political science courses prepare one for law school and economics classes for business school. My own view is that this is neither true nor false, since ***what one studies is less important in the long term than how one studies***. The purpose of an undergraduate education is not to prepare students for professional and business careers (the University...is not a trade school, after all), but to teach them how to read and think critically and how to express complex ideas cogently. These are the goals of a liberal arts education. A concentration in Judaic studies or classics prepares students for the rigors of law school as well as a concentration in political science does. Recent graduates of America’s high schools, however, [usually] do not have sufficient experience, maturity, or independence to know...what a real education can do for them. [Emphasis added.]

—Todd M. Endelman, William Haber Professor of Jewish History, University of Michigan

SCHEDULE OF READING ASSIGNMENTS

INTRODUCTION TO THE COURSE

Mon. 8/25 The course syllabus will be discussed. If time permits, the lecture on Unit 1 will begin.

UNIT 1: CHRISTIAN SPAIN IN THE LATE *RECONQUISTA*

Wed. 8/28 1) The course syllabus.
2) Kamen, chap.1 (1-7).

Fri. 8/29 Henry Kamen, *Spain, 1469-1714: A Society of Conflict* (London: Longman, 1991) 9-37, 45-61. (D2L)

(The lecture for Unit 2 may begin today)

UNIT 2: THE RISE OF ANTI-JUDAISM

Mon. 9/1 LABOR DAY (NO CLASSES)

Wed. 9/3 1) Alex Novikoff, "The Middle Ages," in Albert Lindemann and Richard S. Levy, eds., *Antisemitism: A History* (New York: Oxford UP, 2010) 63-77. (D2L)
2) Jane Gerber, *The Jews of Spain* (New York: Simon & Schuster, 1994) 99-114. (D2L)

Fri. 9/5 3) John Edwards, ed. and trans., "4. The 'Jew' Defined," in *The Jews in Western Europe, 1400-1600* (Manchester: Manchester UP, 1994) 33-39. (D2L)
4) D. Graizbord, ed., "From the Writing of Abner of Burgos." (D2L)

UNIT 3: MASS CONVERSIONS, EXPULSION, AND THE EARLY *CONVERSO* PROBLEM

Mon. 9/8 1) Kamen, chap. 2 (8-27).
2) David Nirenberg, "Mass Conversion and Genealogical Mentalities: Jews and Christians in Fifteenth-Century Spain," *Past and Present* 174 (2002): 3-41. (D2L)

Wed. 9/103) D. Graizbord, "Conversos in the Iberian Peninsula after 1492," 1-16 (you may continue to p. 24, if you wish, but this is not essential). (D2L)

Fri. 9/12 Kagan and Dyer, eds., chap. 1 on Luis de la Ysla, 21-35 (in both editions).

UNIT 4: THE ADVENT OF "THE" INQUISITION

Mon. 9/15 Kamen, chaps. 3 (28-65) and 7 (137-173); also skim chap. 8 (174-192).

Wed. 9/17 (Continuation)

Fri. 9/19 Documents in Homza, ed., 1-12.

SPECIAL UNIT: REVIEW FOR FIRST EXAM

Mon. 9/22 Catch-up and review. (You should have questions ready based on your review of the study guide.)

Wed. 9/24 Review for first exam.

The first exam will be distributed at the end of the session. Your responses are due on Monday 9/29 by 11PM (BUT BE IN CLASS ON THAT DAY!)

Fri. 9/26 *ROSH HA-SHANAH* (NO CLASS)

UNIT 5: THE MORISCOS, 1492-1610.

- Mon. 9/29 Kamen, chap. 10 (214-229). **FIRST EXAM due no later than 11PM by D2L**
- Wed. 10/1 Kagan and Dyer, eds., chap. 5 or 6 (on Diego Díaz; 1st edition: 119-151; 2nd edition, 147-179).
- Fri. 10/3 (Continuation)

UNIT 6: *ALUMBRADOS* AND “LUTHERANS”

- Mon. 10/6 Kamen, chap. 5 (83-102).
- Wed. 10/8 Documents in Homza, ed., 192-193 and 108-152.
- Fri. 10/10 *SUKKOT* (NO CLASS)

UNIT 7: THE COUNTER-REFORMATION: THE INQUISITION BROADENS ITS SCOPE

- Mon. 10/13 Kamen, chap. 12 (255-282).
- Wed. 10/15 Documents in Homza, ed., 164-175
- Fri. 10/17 *SIMCHAT TORAH* (NO CLASS)

UNIT 8: PURITY OF BLOOD

- Mon. 10/20 Kamen, chap. 11 (230-254)
- Wed. 10/22 María Elena Martínez, *Genealogical Fictions* (Stanford: Stanford UP, 2008) 42-60. (D2L)
- Fri. 10/24 Richard, Ryan, Review of Espinosa Maestre, “*Shoot The Messenger*.”
(Today I will review my expectations for Book Reviews and discuss the above sample with you.)

UNIT 9: IMPACT ON EARLY MODERN IBERIAN AND DIASPORIC CULTURE

- Mon. 10/27 Kamen, chap. 6 (103-136). **BOOK REVIEW due no later than 11PM by D2L**
- Wed. 10/29 1) Francisco de Quevedo, “To a Nose,” and Miguel Levi de Barrios, “One Well-Founded Faith,” in Ilan Stavans, ed., *The Scroll and the Cross* (New York: Routledge, 2003), 134-135 and 136-138.
2) Miguel Levi de Barrios, TBA.

UNIT 10: INQUISITORIAL CULTURE: STRUCTURE AND REPRESENTATIONS

- Fri. 10/31 Kamen, chap. 8 (193-213)
- Mon. 11/3 Maureen Flynn, “Mimesis of the Last Judgment: The Spanish Auto de Fe,” *Sixteenth Century Journal* 22.2 (Summer 1991): 281-297. (D2L)
- Wed. 11/5 David Graizbord, “Inquisitorial Ideology at work in an Auto de Fe, 1680: Religion in the Context of Proto-Racism,” *Journal of Early Modern History*, 10.4 (2006): 331-360. (D2L)
- Fri. 11/7 (Lecture for Unit 11 may begin today)

UNIT 11: AGAINST “THE NATION” IN THE SEVENTEENTH CENTURY

Mon. 11/10 Kamen, chap. 13 (283-304).

Wed. 11/12 Yosef Yerushalmi, *From Spanish Court to Italian Ghetto* (Seattle: University of Seattle Press, 1981) 3-21. (D2L)

Fri. 11/14 Document in Kamen and Dyer, eds., (on Doña Blanca Méndez), 1st ed., 152-187; 2nd ed., 180-216.

UNIT 12: INQUISITORIAL “ETHNOGRAPHY” IN THE OLD AND NEW WORLDS

Mon. 11/17 Noemi Quezada, “The Inquisition’s Repression of Curanderos,” in M. E. Perry and Anne Cruz, *Cultural Encounters* (Berkeley: University of California Press, 1991) 37-57. (D2L)

Wed. 11/19 Kagan and Dyer, eds., chap. 2 (on Elena/Eleno de Céspedes); 1st ed., 36-59; 2nd ed., 64-87.

Fri. 11/21 (Continuation)

UNIT 13: MYSTICS, MARTYRS, “MAESTROS DOGMATIZADORES,” AND OTHER MARGINALS(?)

Mon. 11/24 Richard Kagan, “Politics, Prophecy, and the Inquisition in Late Sixteenth-Century Spain,” in M. E. Perry and Anne Cruz, *Cultural Encounters* (Berkeley: University of California Press, 1991) 105-124. (D2L)

Wed. 11/26 D. Graizbord, “A Historical Contextualization of Sephardi Apostates and Self-Styled Missionaries of the Seventeenth Century,” *Jewish History* 19(2005): 287-313. (D2L)

THANKSGIVING RECESS, Thurs., 11/27-Sun. 11/30

(Unit 13, continued)

Mon. 12/1 1) Kagan and Dyer, eds., chap. 3 or 4 (on Miguel de Piedrola, 1st ed., 60-87; 2nd ed., 88-115).
2) M. Bodian, *Dying in the Law of Moses* (Bloomington: Indiana UP, 2007) 153-177. (D2L)

UNIT 14: DECLINE AND FALL

Wed. 12/3 John Edwards, *The Spanish Inquisition* (Charleston: Tempus, 1999) 121-134. (D2L)

UNIT 15: THE BLACK LEGEND CONSTRUCTED AND DECONSTRUCTED

Fri. 12/5 Kamen, chap. 14 (305-320).

Mon. 12/8 Edward Peters, *Inquisition* (Berkeley: University of California Press, 1989) 231-262. (D2L)

UNIT 16: REVIEW

Wed. 12/10 Review for Final Exam (Go over the study guide and bring questions.)

Course evaluation forms will be completed today, so attendance is mandatory. The Final Exam will be distributed at the end of the session. Your responses are due on Tues., 12/16 no later than 3PM via D2L.

Thurs. 12/11 READING DAY (a.k.a. “Dead Day.”)

Tues. 12/16 **FINAL EXAM due at noon by D2L**