



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Historical, Philosophical and Religious Studies Department History

Subject HST Number 361 Title Witchcraft and Heresy in Europe Units: 3

Is this a cross-listed course? No  
If yes, please identify course(s) \_\_\_\_\_

Is this a shared course? Yes If so, list all academic units offering this course SLS  
Course description: \_\_\_\_\_

**Requested designation:** Literacy and Critical Inquiry-L

*Note- a separate proposal is required for each designation requested*

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SO/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Cindy Baade Phone 5-7183

Mail code 4302 E-mail: cynthia.baade@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Matthew J. Garcia Date: 2/24/15

Chair/Director (Signature):

Arizona State University Criteria Checklist for  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>		
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

<b>ASU - [L] CRITERIA</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus/Course website
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
<p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HST	361	Witchcraft and Heresy in Europe	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C-1	One hundred percent of the grade in the course is derived from grades on the 5 essays students are required to write. Each essay is worth twenty percent of the final grade.	Syllabus
C-2	Students are given topics that require that they assess ideas presented in class and in the readings via the historical documents available in the sourcebooks used in the class	Syllabus/ Sample Essay Topics
C-3	The course is built around systematic discussion of historical documents, documents which often contradict and conflict with each other. In assigned essays students come to conclusions, then identify the documents that support their conclusions, then make a case against the documents that challenge their conclusions,	Syllabus/ Sample Essay Topics
C-4	On the course website, video lectures explain the do's and don't of essay writing. A two - four sentence explanation of each and every grade is provided in the course gradebook.	See course website

HST 361 Witchcraft and Heresy in Europe

3 (L or HU) & H

Background, origins, and development of the Inquisition; persecution of women and marginal groups.

**Allow multiple enrollments:** No

**Primary course component:** Lecture

**Repeatable for credit:** No

**Grading method:** Student Option

**Offered by:** College of Letters and Sciences -- College of Letters and Sciences

**Pre-requisites:** ENG 102, 105 or 108 with a C or better; Minimum 30 hours. Credit is allowed for only HST 361 or REL 374

**HST 361: Witchcraft and Heresy in Europe**

**SLN #24190**

**REL 374: Witchcraft and Heresy in Europe**

**SLN #21468**

**Spring 2014 Session B**

**Online**

**Instructor: Andrew E. Barnes**

**Office number: 4508 Lattie Coor Hall**

**Office telephone: 480-965-6291**

**Email: [andrew.barnes@asu.edu](mailto:andrew.barnes@asu.edu)**

**Required text for the course (available at the ASU Book Store):**

Edward Peters (ed.), Heresy and Authority in Medieval Europe \*

Brian Levack, The Witch Hunt in Early Modern Europe

Brian Levack (ed.) The Witchcraft Sourcebook

*\* free access available via the ASU Library website*

**Course Description:**

The goals of this course are first to introduce students to the history of the treatment of marginal religious and social groups in the European past, second to show the connections in the minds of officials concerning these groups, third to identify the strategies and procedures followed by officials to suppress these groups, strategies and procedures that gave rise in the sixteenth and seventeenth centuries to the period of intense pursuit of witches known as the witch craze, fourth to explain the abrupt decision by officials by the end of the seventeenth century to prosecute individuals for witchcraft. In the context of a survey of the various forms of religious heresy that appeared after 1000 AD and of the persecution of individuals identified as witches during the witch craze of the 16th and 17th centuries, the course discusses the escalation of repression and the eventual triumph of intellectual skepticism and social toleration. In medieval Europe social conformity was not simply perceived as a good thing, it was perceived as necessary for the survival of the community. Since misfortune was understood to be the result of unseen forces, and nonconformity to draw heavenly ire, groups that deviated or sought to deviate from identified norms were persecuted. Social anxiety on the popular level was complemented in clerical intellectual circles by a concern for a lack of respect for clerical intellectual authority among lay people. Churchmen feared that the intellectual pride which leads ordinary people to presume that they could understand the word of God would, like social nonconformity, drawn down heavenly condemnation. In sum, both social and cultural fears prompted the determination of European authorities to persecute those people who deviated from norms. Such persecution progressively became more systematic and

institutionalized until it gave birth to the Inquisition. The Inquisition in turn provided an intellectual rationale for the witch craze, a century long period of hysteria when thousands of humans were burned in an effort to save the world from Satan. Eventually, however, there emerged an intellectual position which questioned the dangers perceived to be the cost of social and cultural diversity and insisted that toleration of difference was ultimately less harmful to a community than the legal strictures used to repress deviant groups.

### **Organization and Work for the Course:**

Course presentations have been divided into five units. Each unit will be composed of three lectures of between 40 – 50 minutes total time. Each of the lectures will build upon and discuss the assigned reading for the unit. Students are expected to read the assigned materials before they listen to the lectures.

### **Work and Grading:**

All assessment for the course will involve evaluating students on assigned materials. No outside reading is assumed or expected. *Graded work for the course will consist of five essays of between 300-500 words in length. The essays will be on topics chosen by the instructor. The topics will all involve reading and interpreting documents. The documents are in the two anthologies of documents students are required to purchase (Peters and Levack).* (Criterion 1) Students will be given a choice between two essay topics for each essay. Each of the essays will be worth one hundred points. The instructor will have final authority in the granting of points. C-1

The essay topics will be posted on the website. Students will be required to submit copies of their essays by the stipulated date. Essays will be due at 11:59 pm on the stipulated date. Late exercises, that is, exercises not submitted by 11:59 on the due date, will be penalized 5 points a day up to a maximum of 25 points. It is the student's responsibility to submit their exercises on time.

**THERE WILL BE NO INCOMPLETES GRANTED IN THE COURSE.**

**ALL ESSAYS MUST BE COMPLETED AND SUBMITTED TO EARN A PASSING GRADE IN THE COURSE**

**Grade Schedule:** Following is a schedule of point totals and the corresponding grades.

Students with more than 490 points will receive an "A+" for the course.

Students with a total number of points between 489 and 460 will receive an "A" for the course.



Students with a total number of points between 459 and 450 will receive an "A-" for the course.

Students with a total number of points between 449 and 440 will receive a "B+" for the course.

Students with a total number of points between 439 and 410 will receive a "B" for the course.

Students with a total number of points between 409 and 400 will receive a "B-" for the course.

Students with a total number of points between 399 and 390 will receive a "C+" for the course.

Students with a total number of points between 389 and 350 will receive a "C" for the course.

Students with a total number of points between 180 and 209 will receive a "D" for the course

Students with a cumulative score below 180 points will receive an "E" for the course.

***Readings for Unit 1 (Unit Open to Students on March 17<sup>th</sup>)***

Peters, *Heresy and Authority in Medieval Europe*, pp. 1-9; 13-26; 29-39; 57-80; 91-101

***Readings for Unit 2 (Unit Open to Students on March 26<sup>th</sup>)***

Peters, *Heresy and Authority in Medieval Europe*, pp. 103-127; 139-150; 165-180; 185-211; 235-247

***Readings for Unit 3 (Unit Open to Students on April 4<sup>th</sup>)***

Levack, *The Witch-hunt*, pp. 1-24; 30-67

Levack, *The Source Book*, pp. 7-46

***Readings for Unit 4 (Unit Open to Students on April 13<sup>th</sup>)***

Levack, *The Witch-hunt*, pp. 74-103; 175-199

Levack, *The Source Book*, pp. 71-108; 175-209

***Readings for Unit 5 (Unit Open to Students on April 21<sup>st</sup>)***

Levack, *The Witch-hunt*, pp. 204-281

Levack, *The Source Book*, pp. 145-178; 277-317

**Due Dates for Five Essays**

*Essay One will be posted on March 17<sup>th</sup>. It will be due on March 26<sup>th</sup>.*

*Essay Two will be posted on March 26<sup>th</sup>. It will be due on April 4<sup>th</sup>.*

*Essay Three will be posted on April 4<sup>th</sup>. It will be due on April 13<sup>th</sup>.*

*Essay Four will be posted on April 13<sup>th</sup>. It will be due on April 21<sup>st</sup>.*

*Essay Five will be posted on April 21<sup>st</sup>. It will be due on May 2<sup>nd</sup>.*

C-3 = all the options below  
C-4 = assessments available on course website

**Sample essay topics from HST 361. Students write on A or B**

**ESSAY TOPIC 1A**

Were the heresies discussed in Unit One old or new? As discussed in the lectures, during the early centuries of the Christian church, which were also the later centuries of the Roman Empire, heretical movements, and efforts on the part of churchmen to suppress them, were very common. During the centuries between the disappearance of the Roman Empire and the rebirth of urban culture in Western Europe, there were few heretical movements. Yet when cities and economic prosperity returned to Western Europe, so did heretical movements. Some historians have argued that the heretical movements of the Middle Ages were the rebirth of heretical movements from Roman times. Other historians have argued that these later movements were something new, something that emerged from its own historical era. Based upon a comparison between the heresies identified in Documents 1-3 (pp. 29-39), and those identified in Documents 9-12 (pp. 66-80) write an essay of between 400-500 words where you make a case whether the heretical movements of the Middle Ages were the rebirth of something old or the birth of something new. ]

C-2

**ESSAY TOPIC 1B**

What made heresy heresy? Document 5 in Heresy and Authority offers a summary of orthodox Christian belief concerning the nature of Christ's divinity (Nicene Creed). Documents 2-4 and 8 in Heresy and Authority offer heterodox views concerning this subject. Chose two of these documents and for each identify how the ideas expressed in it go against Christian orthodoxy as expressed in Document 5. Your discussion of each document should contain a brief summation of its views, a brief summation of the passage in Document 5 it challenges and then a brief discussion of the nature of the heterodoxy being articulated. Each of the two discussions should be between 100-200 words. In your last paragraph, which should be between 50-100 words, please answer the question. What made heresy heresy?

C-2

**ESSAY TOPIC 2A**

What was the appeal of heresy and how did the Roman Church respond to the appeal? In his study of the heresy movements of the 12<sup>th</sup> and 13<sup>th</sup> centuries (The Devils World), the historian Andrew Roach argued that the Franciscan and Dominican religious orders served as "nails to fight nails," meaning that the two religious orders followed and improved upon the spiritual innovations introduced by the Cathars and Waldensians. But if the Franciscans and Dominicans were so successful, why did the Roman Church need an agency like the Inquisition? Write an essay in which you explain whether or not the advent of the Inquisition represented the failure of the evangelical strategy pursued by the Franciscans and Dominicans. Be sure to spent some time talking about what

exactly that strategy was. Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the question asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

### **ESSAY TOPIC 2B**

How did the Inquisition evolve as a surveillance agency? Using documents 36 - 43 (pp. 189 - 211) write an essay in which you talk about what made the Inquisition effective in suppressing heresy and how and why this effectiveness grew over time. Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the question asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

### **ESSAY TOPIC 3A**

What was the impact of gender on the idea of the witch? The lectures and texts talk about the various writings of churchmen that build misogyny, that is, hatred of women. Was the hatred and fear of priests and friars of women the most important determinant of the ever-increasing concern about witchcraft? If not, what created the concern? Read through the assigned chapters in Levack's *Witchcraft in Early Modern Europe*, and in Levack's *The Witchcraft Sourcebook*, then write an essay based upon your readings where you identify the impact of misogyny on the evolution of the witch-hunt. Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the questions asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

### **ESSAY TOPIC 3B**

What was the social harm of magic? The documents talk about the evil, the "malefic," that magic was used to produce. What was maleficia and what threat did it pose to the social community? Why did the state feel the need to step in to control its effects. Please base your response on the assigned chapters in Levack's *Witchcraft in Early Modern Europe*, and in Levack's *The Witchcraft Sourcebook*. Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the questions asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

### **ESSAY TOPIC 4A**

How did demonology, that is, theories about witchcraft, shape actual witchcraft trials? Documents 15-21 in Levack's *The Witchcraft Sourcebook* (pages 71-108) offer excerpts from various demonological treatises. Documents 35-40 in Levack's *The Witchcraft Sourcebook* (pages 175-209) offer excerpts from various

witchcraft trials. For this exercise you need to do three things. First find at least one common theme in the demonological treatises, that is, a topic or idea that is discussed in at least two of the treatises. Second, find at least one example of the theme as it functioned in one of the witchcraft trials. Third, answer the questions how the theme shaped the proceedings in the trial that you identified. Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the question asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

#### **ESSAY TOPIC 4B**

What was the legacy of the Inquisition for later civil trials concerning witchcraft? Documents 36-43 in Heresy and Authority outlined the procedures followed by the Inquisition in accusations of heresy. Documents 35-40 in Levack's *The Witchcraft Sourcebook* talk about the procedures followed in state courts in accusations of witchcraft. How are they similar? How are they different? How did the first set of procedures shape the second? Essays should be between 300-500 words in length. Essays will be graded based upon a) whether they answer the questions asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

#### **ESSAY TOPIC 5A**

What is Levack's explanation of why the witch-hunt declined and is his explanation supported by the documents? Please read through the assigned chapters in Levack, *The Witch-hunt*, and write a summary of his argument for why the witch-hunt declined. Next read through the assigned documents in *The Witchcraft Sourcebook*, and determine whether the documents support or challenge Levack's interpretation. After you have analyzed all the documents, please make a case for the strength or weakness of Levack's explanation for the decline. Essays should be between 300-500 words in length (If you need to write more, go ahead). Essays will be graded based upon a) whether they answer the question asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

#### **ESSAY TOPIC 5B**

What was different in the belief and practice of magic in Europe in the year 1500 versus the year 1700? Using the two works by Levack as your sources, write an essay in which you talk about how social and cultural change over the early modern period influenced the belief and practice in magic in European society. Essays should be between 300-500 words in length (If you need to write more, go ahead). Essays will be graded based upon a) whether they answer the question asked; b) demonstrated control of the assigned materials; c) the logic and pertinence of the student's argument.

Brian Leveck  
The Witch-hunt in Europe

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# Brian Leacock (ed) The Witchcraft Sourcebook

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