



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/5/2009

1. ACADEMIC UNIT: Department of History

2. COURSE PROPOSED: HST 361 Withcraft and Heresy in Europe 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kent Wright Phone: 965-8595
Mail Code: 4302 E-Mail: kent.wright@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. 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. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses:

Is this amultisection course?: [X] No [] Yes; Is it governed by a common syllabus?

Mark von Hagen
Chair/Director (Print or Type)

Mark von Hagen
Chair/Director (Signature)

Date: 3/5/09

HST 361: Witchcraft and Heresy in Europe

Course Description

HST 361 is a historical survey of a major topic in the history of persecution of marginal groups in European history – the history of heresy and witchcraft, from earliest appearance of heretical religious groups in the early medieval period, to the end of the “witch craze” of the 16th and 17th centuries. Using two anthologies of primary sources and two authoritative historical studies of heresy and witchcraft, the course permits students to study the intellectual, devotional, and institutional aspects of the treatment of marginal religious and social groups, during crucial phases of European history.

Meeting Humanities, Fine Arts, and Design Criteria

HST 361 meets the criteria for the General Studies “Humanities, Fine Arts, and Design” designation by (1) making a central study of the crucial role of religious belief systems in the history of the persecution of heretics and witches in European history; (2) by encouraging the comprehension and interpretation/analysis of written texts, which are our main evidence for the history of heresy and witchcraft; and (3) by placing a specific emphasis on the analysis of religious belief systems, as embodied in the literary traditions of European Christendom.

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

| ASU - [HU] CRITERIA | | | |
|---|-------------------------------------|--|----------------------------------|
| HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2, or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content. | | | |
| YES | NO | | Identify Documentation Submitted |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience. | <i>Syllabus</i> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions. | <i>Syllabus</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | 3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | 4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements: | <i>Syllabus</i> |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought. | <i>Syllabus</i> |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Concerns aesthetic systems and values, literary and visual arts. | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design. | |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | d. Deepen awareness of the analysis of literature and the development of literary traditions. | <i>Syllabus</i> |
| | | THE FOLLOWING ARE NOT ACCEPTABLE: | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design. | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to developing skill in the use of a language – <u>However, language courses that emphasize cultural study and the study of literature can be allowed.</u> | |
| | | <ul style="list-style-type: none"> Courses which emphasize the acquisition of quantitative or experimental methods. | |
| | | <ul style="list-style-type: none"> Courses devoted primarily to teaching skills. | |

| Course Prefix | Number | Title | Designation |
|---------------|--------|---------------------------------|-------------|
| HST | 361 | Witchcraft and Heresy in Europe | HU |

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) |
|---|--|--|
| 1. Emphasizes philos., religion, ethical values | HST 361 is a study of philological, religious, and ethical values and their practice in Medieval and Early Modern Europe | At every point in the syllabus |
| 2. Emphasizes interpretative/analysis of written texts | The course requires students to learn to handle primary written sources, mostly literary | The extensive use of the 2 primary source anthologies, which are the basis for all final writing exercises in syllabus |
| 4. a Focus on philosophy and religious thought 4. d. Deep analysis of literary texts | ————— ————— | At every point in the syllabus Again, the vast bulk of the primary sources are literary in character |

HST 361
Witchcraft and Heresy in Europe
Spring 2009
Class Number # 10254

Instructor: Andrew E. Barnes
Office Number: 4508 Lattie Coor Hall
Office Hours: Tuesday/Thursday 9:30-11:30
Email: andrew.barnes@asu.edu
Office telephone: 480-965-6291

Books to be purchased:

Andrew Roach, *The Devil's World: Heresy and Society 1100-1500*
Edward Peters (ed.), *Heresy and Authority in Medieval Europe*
Brian Levack, *The Witch Hunt in Early Modern Europe*
Alan Kors and Edward Peters (eds.) *Witchcraft in European History 400-1700*
In Tempe, books are available at the ASU Bookstore; otherwise they may be ordered from a web service such as Amazon.com.

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 between these groups, third to identify the strategies and procedures followed by officials to suppress these groups, fourth to explain the abrupt decision by officials at the end of the seventeenth century to abandon these strategies and procedures. 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, draw 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 Structure:

An internet course is different from an in-class course most especially in the fact that the students and instructor never meet, and therefore never engage in the sorts of intellectual exchanges through which students have traditionally acquired knowledge. The instructor at best is like a how-to guide in a do-it-yourself video, explaining how the texts, course materials, and the lectures fit together to create a whole. The instructor cannot make sense of the course for the student. But the instructor can help the student make sense of the course his or her self. That is the assumption upon which the course is organized.

There are fourteen units to the course. Units will typically consist of one to three lectures or audio video presentations concerned to convey to students some basic information about the topic. Lectures will usually run between 30 -50 minutes. Students will access these materials using Windows Media Player. Students are required to view all of the material in all fourteen units. One unit will be made accessible to students at a time. Units will be made accessible on Sundays at noon. Once a unit has been posted, it will remain available for the duration of the semester.

Work and Grading:

Required work will consist of five exercises in reading and interpreting documents selected for the two anthologies of texts (Peters, Heresy and Authority in Medieval Europe and Kors and Peters, Witchcraft in Europe). Students will be given from one to four questions to answer after scrutinizing the texts. Answers to the questions should be approached as essays. They will be graded as such. Each of the exercises will be worth one hundred points. The instructor will have final authority in the granting of points.

Rules Regulating Submission of Required Work:

The exercises will be posted on the web site one week before the due date. Links will be provided for the submission of the answers to the questions via the Assignment submission tool in Blackboard. Exercises must be submitted by 12 noon on the due date. Late exercises, that is, exercises not submitted in total by noon on the due date, will be penalized according to a point schedule which will be posted on the course website.

Communication with the Instructor:

The assumption in an internet course is that both course content and graded assignments are self evident and need no further clarification from an instructor. Obviously this assumption is not always correct. Some students need further instruction. The best and simplest way to communicate with me is through email. I work to answer all email queries within 24 hours. Since I check email 5-6 times a day, for most queries, the turnaround time will be much shorter. Some students need more than just email contact, however, since they are not clear about why they are confused. I invite these students to call during office hours. If there are no students at the time of the call, we can chat. If there is a student in the office at that time, we can set up another time for a conversation.

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 349 and 300 will receive a "D" for the course

Students with a cumulative score below 300 points will receive an "E" for the course.

Due Dates for Five Exercises

Exercise One will be posted on February 2nd. It will be due on February 9th.

Exercise Two will be posted on February 23rd. It will be due on March 2nd.
Exercise Three will be posted on March 23rd. It will be due on March 30th.
Exercise Four will be posted on April 13th. It will be due on April 20th.
Exercise Five will be posted on May 4th. It will be due on May 11th.

Assigned Readings and Lecture Topics:

I. Week of January 20th

Roach, *The Devil's World*, pp. 1-58

- 1) Introduction to Course
- 2) Medieval European Society and Culture

II. Week of January 26th

Peters, *Heresy and Authority in Medieval Europe*, pp. 1-56

- 1) The Nature and Character of Medieval Roman Christianity
- 2) The Problem of Heresy

III. Week of February 2nd

Roach, *The Devil's World*, pp. 59-131

Peters, *Heresy and Authority in Medieval Europe*, pp. 57-101

- 1) Heresy and Medieval Society 1000- 1200
- 2) Church, State and the Suppression of Heresy 1000-1200

IV. Week of February 9th

Peters, *Heresy and Authority in Medieval Europe*, pp. 103-163

Roach, *The Devil's World*, pp. 132-181

- 1) Catharism and Waldensianism Compared
- 2) The Origins and Evolution of the Inquisition

V. Week of February 16th

Peters, *Heresy and Authority in Medieval Europe*, pp. 165-250

Roach, *The Devil's World*, pp. 182-214

- 1) The Mendicant Orders and a New Definition of Heresy
- 2) Women, Heresy and Witchcraft

VI. Week of February 23rd

Levack, *The Witch Hunt in Early Modern Europe*, pp. 1 - 67

- 1) Early Modern European Society and Culture
- 2) Heresy and Witchcraft

VII. Week of March 2nd

Kors and Peters (eds.) *Witchcraft in Europe*, pp. 1-86

SPRING BREAK (March 9th - March 13)

VIII. Week of March 16th

Kors and Peters (eds.) Witchcraft in Europe, pp. 87-111

IX. Week of March 23rd

Kors and Peters (eds.) Witchcraft in Europe, pp. 112-175

X. Week of March 30th

Levack, The Witch Hunt in Early Modern Europe, pp. 68-159

- 1) Witchcraft as a Crime
- 2) Who was a Witch?

XI. Week of April 6th

Kors and Peters (eds.) Witchcraft in Europe, pp. 280-367

- 1) The Prosecution of Witches
- 2) The Persecution of Women

XII. Week of April 13th

Levack, The Witch Hunt in Early Modern Europe, pp. 175-204

- 1) The Witch Hunt: Political Factors

XIII. Week of April 20th

Levack, The Witch Hunt in Early Modern Europe, pp. 175-252

- 1) The Witch Hunt: Cultural Factors
- 2) The Witch Hunt: Social Factors

XIV. Week of April 27th

Kors and Peters (eds.) Witchcraft in Europe, pp. 394-448

- 1) The Decline of the Witch Hunt
- 2) Witchcraft and the Identification of the Other in European Culture