Witchcraft, Heresy, and Inquisition: The Prosecution of the ‘Otherness’ in Medieval and Early Modern Europe (14\textsuperscript{th}-17\textsuperscript{th} c.)

This module will deal with the study of classical texts produced in Medieval and Early Modern Europe related to Witchcraft, Heresy and Inquisition. The main purpose of this course is to consider how some patterns and stereotypes in the European cultural history of the past use to appear also in our current times. The outline below gives the general parameters of the material to be covered, indicating texts and secondary sources that students are required to read each week. Articles and texts for this course will be uploaded to Moodle by your tutor. There is also a suggested movie for each one of the texts / historical periods under study, as well as a Digital Humanities tool that should be used in order to improve your research skills. Students will engage in the study of the socio-historical events and features of European society from the 14\textsuperscript{th} to the 17\textsuperscript{th} centuries, as well as the literary mechanisms utilised by authors of each one of the texts under study. It is essential to understand the dynamic of these events in order to have a better understanding of the texts we shall read during this course.

Topics and texts may include:

**Week 1**

1.1.- Introduction to the Course: European Cultural Background.
1.2.- Three Concepts (Witchcraft, Heresy, Inquisition) and Three Theoretical Frames (Structuralism, New Historicism, Cultural Studies).
1.3.- Defining Otherness (Zevallos).
1.4.- What is Digital Humanities? (Svensson; Schnapp).

**Week 2**

2.1.- Penitenciàgite! Fra Dolcino da Novara and the Question of the Poverty of the Catholic Church.
2.2.- Primary Text: Dante Alighieri, *The Divine Comedy* (Inferno 28).
2.3.- Secondary Texts: Cohn, *The Pursuit of the Millenium* (ch. 6); Havelý, *Dante and the Franciscans*, ch. 4.
2.5.- Recommended Digital Tool: Ereticopedia – *Dizionario di eretici, dissidenti e inquisitori nel mondo mediterraneo*: <http://www.ereticopedia.org/>
Week 3
3.1.- *Penitentiam Agite!* Black Plague in Germany during the Age of *Geisslerlieder*.
3.2.- Primary Text: ‘Nu ist diu betfart so here’ *Geisslerlied*.
3.3.- Recommended Movie: *The Seventh Seal* (1957), by Ingmar Bergman
3.4.- Recommended Digital Tool: DIAMM: Digital Image Archive of Medieval Music

Week 4
4.1.- Maid of Orleans: Joan of Arc and the Heresy in Medieval France.
4.2.- Primary Text: François Villon, *Ballade des dames du temps jadis*.
4.4.- Recommended Movie: *The Messenger: The Story of Joan of Arc* (1999), by Luc Besson
4.5.- Recommended Digital Tool: Interactive Exhibition and Research Project of Joan of Arc:

Week 5
5.1.- ¡Conjúrote, triste Plutón! Witchcraft and Heresy in Renaissance Spain.
5.4.- Recommended Movie: *La Celestina* (1996), by Gerardo Vera

Week 6
6.1.- Special Session 1: Writing a Research Paper and MHRA Referencing System.
6.2.- Special Session 2: The Creative Process of Writing.
( Peer-to-Peer Review of Paper First Draft is due)

Week 7
7.1.- What Nobody Expects: The Spanish Inquisition.
7.2.- Primary Text: González Montes, *Artes de la Inquisición Española* (Ch. 1-2).
7.3.- Secondary Text: Chalmers, “The ‘Jewish Question’ in Spain”.
7.4.- Recommended Movie: *Goya’s Ghosts* (2006), by Milos Forman
Week 8
8.1. Sorcery in the Spanish Empire: Frestón the Magician and Enchanted Dulcinea.
8.2. Primary Text: Miguel de Cervantes, Don Quijote de la Mancha (1, Ch. 7 and 14).

Week 9
9.2. Primary Text: Lancashire Witches Trial, 1612 (selection).

Week 10
10.1. Witch Haunting in the 20th-21st century: Who Are ‘the Others’ Now?

SELECTED BIBLIOGRAPHY

All Primary Texts will be provided in PDF Files to students and uploaded at Moodle. Primary texts will consist of a bilingual edition, Original Language-English.

SECONDARY TEXTS


*Purdue Introduction to Literary Criticism.* <http://owl.english.purdue.edu/owl/resource/722/01/> [2015-02-14].


**Curriculum Design**

Mnemonic of modules to be laid down

**Syllabus Rules**

Prior to enrolment on the module, the student must have successfully completed
The student must take the following modules
Not specified
The following modules may not be taken
Not specified

Subject Specific: Knowledge and understanding (abstract for handbook)
This module will:
Allow the student to read in depth some of the masterpieces of the Spanish poetry, and to consider matters of content and structure. The design of this module implies a focus on critical thinking through the acquisition of a blend of theoretical concepts and practical applications.
Provide the student with the set of tools to succeed in the literary analysis of Spanish Poetry. The module will strive to reach a complex combination of theoretical knowledge and the specific terminology of literary theory applied to Spanish literature.
Enable the student to identify recurrent topics in Spanish literature (and even in European Literature), and to appreciate the differences and similarities in the ways in which these have topics have been addressed through the centuries (from 13th to 20th), or depending on the means of their cultural transmission (oral discourses, written texts, television shows).

General: Knowledge and understanding (abstract for handbook)
This module will:
- Provide students with the skills to read and compare materials from a range of historical contexts and presented in a variety of different forms
- Improve students’ ability to develop theoretically sound arguments
- Provide students with intellectual frameworks to develop their cross-cultural awareness
- Improve students' reading skills, both in the foreign language and more generally
- Encourage students to make links across the range of DELC modules they are studying / have studied

Timing and method of formative and assessment feedback to students
Formative assessment will take place in Week 8, enabling students to draft their final essay early in the term, receive feedback through peer-to-peer review and then work up their final submission by the end of term.
Written feedback on the final essay and virtual forum discussion will be provided to students within four weeks of completion of the task. Students will also be invited to discuss the feedback orally with the tutor if they wish to take up this opportunity.

[Learning Outcomes] Subject specific: knowledge, understanding and skills
On successful completion of this module students will be able to:
Identify historically and culturally significant influences on Europe
Describe past and current political and social problems of Europe
DELC 338: Witchcraft, Heresy, and Inquisition: The Prosecution of the ‘Otherness’ in Early Modern Europe (14th-17th c.)
Dr Oscar PEREA RODRÍGUEZ  @OPR_71 / http://opr71.hypotheses.org/

Analyse poetic, prose and legal works in depth
Understand the cultural, social and historical context of the literary works and periods studied
Be aware of the profound transformations of the European culture and their impact in the societal evolution
Achieve the knowledge and skills needed in order to analyse the European common patterns in regard to cultural history

[Learning Outcomes] General: knowledge, understanding and skills
On successful completion of this module students will be able to...
• Critically compare materials presented in different forms and from different historical periods
• Present their ideas effectively, both orally and in writing
• Critically assess their own work and that of their peers

Timetabling Response
Timetabling response received?
No
Timetabling comments from Registry
None provided

How will this module be assessed?

<table>
<thead>
<tr>
<th>Written assessment</th>
<th>Compulsory</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Compulsory</td>
<td>30%</td>
</tr>
<tr>
<td>Exam</td>
<td>Compulsory</td>
<td>60%</td>
</tr>
<tr>
<td>Weekly Twitter Debates</td>
<td>Compulsory</td>
<td>10%</td>
</tr>
</tbody>
</table>

Details of assessment and rationale or strategy for the assessment methods
10% of the final mark is awarded for a student's engagement in virtual discussion on Twitter. I will spend sometime during the first seminars explaining you what makes a good message. Basically, you must create an account on Twitter and follow me (@OPR_71). There will be a general hashtag for this course (#DeLCWitchcraft17) and a weekly hashtag with the due topic. It is mandatory including in your tweets these two hashtags (for instance, (#DeLCWitchcraft17 #Quijote), otherwise they could not be assessed. If you need more characters than 140 to explain yourself, you may use TwitLonger, or any other application, so you can skip Twitter’s character limitation. How to use this application in regard to this course will be explained during the first session, but it is always useful consulting this link as well: <https://support.twitter.com/articles/215585?lang=en>.

In general, your Twitter message will establish your own intellectual opinion on the weekly topic, combined either with the way in which that appears in the movie or secondary
literature and/or its presence within the text(s) to be read each week. Be creative, witty, and sharp; do not hesitate to share with all of us your own insights and reflections on literary topics, ingenuity of authors and/or works, good plots on movies connected with readings, etc. We all are willing to read your consideration about weekly topics in order to enhance our perspective on the course. Half of this mark will be awarded for weekly submission of at least one message on Twitter, and the other half for their quality. Weekly topics will be posted on Monday 16:00 and you will have one week to write your message/s, until the following Monday at 16:00, when the next class starts. Please, do not hesitate in contact your tutor to solve any doubt you may have on this regard.

Students will be required to engage in a formative exercise of peer review of first draft essays in Week 6. The exercise is compulsory but unassessed. The exercise must be completed in order for the final 2,000-2,500 word essay to be marked. This is weighted at 30%. To this end, you must select any topic related to the three main themes of the course (Witchcraft, Heresy, and Inquisition), within any period of time, country (except the United Kingdom), and language included in this course. If you find difficulties choosing your topic, please do not hesitate to ask me by email or attending to my office hours.

Once you have selected your topic, please write a couple of paragraphs stating your research purpose and a basic bibliography. In order to get your topic approved, you must send this to me by email no later than Friday Week 2. The basic aim for this essay is explaining the importance of the topic you selected and the reasons why you think it is relevant to any of the multiple historical, cultural and/or literary aspects treated in this course.

A first draft of your paper is due on Tuesday Week 6. This will be reviewed peer-to-peer with one of your classmates, trying to incorporate to your paper the tips and advices acquired during the Seminar to be celebrated during that week. Final version of your paper is due on 17 January 2018 before 16:00 (UK Time). You can either deposit a hard copy on DeLC or upload it to Moodle. **VERY IMPORTANT: Please, name the file AS PDF ONLY using this method:** “YourSurnameDELC338Michaelmas17.pdf”, e.g., SmithDELC338Michaelmas17.pdf

The final examination will weight 60%. Overlap with coursework essay topics will be avoided. Questions will be focused on all the texts and cultural contexts analysed in the course.