

**ORIGINATOR'S SECTION:**

| <b>1. College:</b><br><input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA<br><input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM   | <b>Desired Term and Year of Implementation (e.g., Fall 2008):</b><br>Fall 2017 |   |                        |   |         |   |    |          |  |  |     |  |  |
|--|--|---|------------------------|---|---------|---|----|----------|--|--|-----|--|--|
| <b>2. Course is to be considered for G.E.?</b> (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>("generic" is a placeholder for topics)  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>4. Course abbreviation and Number:*</b> HIST 315  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>5. Title:</b> (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)<br><u>Heresy, Witchcraft, and Church Reform in Medieval and Early Modern Europe</u>   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>6. Abbreviated Title for PeopleSoft:</b><br>(no more than 25 characters, including spaces)<br>Heresy and Witchcraft   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>7. Number of Units:</b> <u>3</u>  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>8. Catalog Description:</b> (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)<br><br>Explores the rise of heretical movements, including witchcraft, and persecution by authorities in pre-modern Europe. Focuses on historical explanations for these movements and their persecution. Treats church authorities' responses to the rise in heresy and witchcraft through preaching and violence. Special attention given to the socio-economic, cultural, gender based, religious, and political developments that triggered these heterodox persecutions. <i>Cannot be taken for credit by students who received credit for HIST 300-12.</i> |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>9. Why is this course being proposed?</b><br><br>Because it serves a need for pre-modern European history course that is upper division and a GE.   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>10. Mode of Instruction*</b><br>For definitions of the Course Classification Numbers:<br><a href="http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Type of Instruction</th> <th style="width: 20%;">Number of Credit Units</th> <th style="width: 50%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td>3</td> <td>C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>   |  | Type of Instruction                               | Number of Credit Units | Instructional Mode (Course Classification Number) | Lecture | 3 | C2 | Activity |  |  | Lab |  |  |
| Type of Instruction  | Number of Credit Units   | Instructional Mode (Course Classification Number) |                        |   |         |   |    |          |  |  |     |  |  |
| Lecture  | 3  | C2  |                        |   |         |   |    |          |  |  |     |  |  |
| Activity   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| Lab  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>11. Grading Method:*</b><br><input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)<br><input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)<br><input type="checkbox"/> Credit/No Credit Only (C)<br><input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>   |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br><input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>If yes, how many times? (including first offering)  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><br>If yes, indicate which course _____ and check "yes" in item #22 below.  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>16. Prerequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  |  |   |                        |   |         |   |    |          |  |  |     |  |  |
| <b>17. Corequisite(s):</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No   |  |   |                        |   |         |   |    |          |  |  |     |  |  |

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



**18. Documentation attached:**☒ Syllabus ☐ Detailed Course Outline**19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:\*** HIST 300**20. How often will this course be offered once established?\*** annually**PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)***21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)?** ☒ Yes ☐ NoIf yes, please specify:  
History Elective**22. Does this course impact other discipline(s)?** *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* ☒ Yes ☐ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

LTWR

Discipline

See email  
Signature

Date

☒ Support ☐ Oppose

Discipline

Signature

Date

☐ Support ☐ Oppose**SIGNATURES : (COLLEGE LEVEL) :****Antonio Zaldívar****3/14/17**

1. Originator (please print or type name)

Date

2. Program Director/Chair

Date

3. College Curriculum Committee

Date

4. College Dean (or Designee)

Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair

Date

6. Vice President for Academic Affairs (or Designee)

Date

7. President (or Designee)

Date

Tracker

Office of Academic Programs

PS  
Hammer

Catalog

Revised 3/28/2007

\* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

RP

LTWR  
support

**From:** Rebecca Lush  
**Sent:** Thursday, April 20, 2017 10:40 AM  
**To:** Antonio Zaldivar  
**Subject:** Re: HIST 315

Hi Antonio,

Thank you for sharing your proposal with LTWR. We offer a "Literature of Witchcraft" class and a course on the "Monstrous, Grotesque, and the Occult" which also focuses in part on witches.

Please accept this email as support and approval from LTWR for HIST 315. This looks like a great class!

Do let LTWR know when you may be teaching HIST 315 because we may be able to mutually advertise our respective offerings with both HIST and LTWR students who have an interest in this subject matter.

Best,  
Rebecca

Rebecca M. Lush, Ph.D.  
Associate Professor  
Literature and Writing Studies, Chair  
California State University, San Marcos  
126L Markstein  
333 S. Twin Oaks Valley Road  
San Marcos, CA 92096  
760-750-8004

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**From:** Antonio Zaldivar  
**Sent:** Sunday, April 16, 2017 1:39:29 PM  
**To:** Rebecca Lush  
**Subject:** HIST 315

Dear Rebecca,

I hope you're doing well! I'm writing, to see if your department will sign off on a course I am proposing, HIST 315 "Heresy, Church Reform, and Witchcraft." I am attaching all the paperwork for the class to this email. Carrick told me you are on CAPC, so you are probably already familiar with my petition. Please let me know if you can sign off on the course and if you need Carmen's signature as department head of history before you sign the forms (if you agree to, of course). Thanks!

I hope you guys are having a good Easter weekend!

# HIST 315: Heresy, Witchcraft, and Church Reform (Sample Draft)

Dr. Antonio Zaldívar  
[azaldivar@csusm.edu](mailto:azaldivar@csusm.edu)  
(760) 750-8293  
Office: Markstein 238  
Office Hours: Tu, Th 11:00-12:00

## Course Description and Objectives:

The objectives of this course are twofold. First, it introduces students to an important and well-studied episode in medieval and early modern history: the rise of heretical movements, including witchcraft, and its persecution by orthodox authorities. Beginning in the late eleventh century, church officials and some laymen began to worry increasingly about the rise of heresy (religious or theological convictions contrary to the established doctrine of the church). Our course will examine the origins and development of some of the major heretical sects that sprouted between the eleventh and seventeenth centuries in Western Europe, including the notorious witchcraze. The course also treats orthodox (both Roman Catholic and Protestant) responses to the rise in heresy and, later, witchcraft, both through preaching and violence. Special attention is given to the socio-economic, cultural, and religious developments that triggered these heterodox persecutions, and ultimately transformed European society

Second, and perhaps more importantly, this course strives to help students strengthen their critical thinking, reading, writing, and speaking skills. These are important skills, essential for students' success at CSUSM and later in life. Students are expected to write one 3-page secondary source analysis on any book relating to the course and one 3-page primary source analysis. Students are responsible for choosing the book and primary source(s) in consultation with the instructor, who must approve both! Students will have the opportunity to rewrite either the book review or the primary source analysis for a better grade.

Course content aligned with General Education Program Learning Outcomes:

| GE Program Learning Outcome | 1) Understand the physical and natural world          | 2) Compare and contrast relationships   | 3) Communicate in writing  | 5) Find, evaluate, and use authoritative and/or scholarly information    | 6) Think critically and analytically  | 8) Describe the importance of diverse experiences  | 9) Apply knowledge from different discipline courses to new settings and complex problems                        |
|-----------------------------|---|---|--|--|---|--|--|
| Course Content              | Students will be able to identify European geography. | Students will study relationships between competing forms of Christian spirituality, as well as religious authorities' different attempts to promote orthodoxy. | Students must write two four-page papers, and several essays in their exams. | Students will review a historical monograph and analyze primary sources. | Students must process and analyze complex historical processes using primary and secondary sources. | Students will familiarize themselves with diverse interpretations of historical events by different communities throughout Europe. | Students will be exposed to interdisciplinary disciplines, including anthropology, gender studies, and theology. |

Learning Outcomes:

Students will:

1. Examine the adaptability of religious/spiritual beliefs to different socio-economic environments and political ideologies
2. Analyze ideological justifications for religious persecution.
3. Define the relationship between socio-economic environment, religiosity, superstition, religious tolerance/intolerance, and intellectual growth.
4. Evaluate the relationship between popular vs. elite culture and religion/spirituality.
5. Compare varying interpretations of heretical movements and their persecutors, contemporary scholars, and modern popular culture.

Students must demonstrate the ability to:

1. Read primary and secondary sources critically
2. Master note-taking skills and gain an ability to consume information aurally from lectures

3. Write organized, well researched historical essays
4. Communicate their ideas orally in a clear and concise manner

### Course Requirements and Learning Assessments:

In order for students to meet the above-stated learning outcomes, they are expected to do all of the assigned readings and participate in class discussions every week! Failure to do so will result in a low participation grade. Students are also responsible for turning in the following assignments, which will assess the above-stated learning outcomes, on time:

Midterm (short answers and 1 essay, 2 pgs.)  
 Final Exam (short answers and 1 essay, 2 pgs.)  
 Primary Source Analysis (3 pgs.)  
 Secondary Source Analysis (Book Review) (3 pgs.)  
 Rewrite Essay (3 pgs.)

Assignments turned in late will not be accepted unless approved by the instructor!

### Grade Distribution:

|  |     |
|--|-----|
| Class Participation                              | 15% |
| Midterm (2 pgs.)                                 | 20% |
| Final Exam: (2 pgs.)                             | 20% |
| First Essay: Primary Source Analysis (3 pgs.)    | 15% |
| Second Essay: Secondary Source Analysis (3 pgs.) | 15% |
| Third Essay: Rewrite Essay (3 pgs.)              | 15% |

### Required Reading:

Jennifer Kolpacoff Deane, *A History of Medieval Heresy and Inquisition* (New York: Rowman & Littlefield, 2011). ISBN 978-0-7425-5576-1 (paperback) [available online via library]

Kors, Alan Charles and Edward Peters eds. *Witchcraft in Europe, 400-1700: A Documentary History*. Philadelphia: University of Pennsylvania Press, 2001. ISBN: 978-0-8122-1751-3

Levack, Brian P. *The Witch-Hunt in Early Modern Europe*. 3d ed. New York: Routledge, 2006. ISBN: 978-0-582-41901-8

Wakefield. *Heresies of the High Middle Ages*. New York: Columbia University Press, 1991. ISBN: 978-0-231-09632-4

## Student Conduct:

All students are expected to follow CSUSM's Standards for Student Conduct, accessible at:

[http://www.csusm.edu/policies/active/documents/academic\\_honesty.html](http://www.csusm.edu/policies/active/documents/academic_honesty.html)

"Students are responsible for knowing and understanding the rules of Academic Honesty as outlined in the university catalog, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarizing."

Students are also expected to respect the course and their fellow students throughout the quarter. Laptops are permitted, but not for recreational purposes. Cell phone use, including texting, is not permitted.

## Special Accommodations:

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300 and can be contacted by phone at (760) 750-4905, TDD (760) 750-4909 or by email at: [dss@csusm.edu](mailto:dss@csusm.edu). Students authorized by DSS to receive accommodations should meet with me during my office hours, or in another private setting, in order to ensure your confidentiality.

All discussions with the instructor will remain confidential.

## Creative Project Option:

Students are welcomed to create a project related to the content of the course in exchange for the final exam. Any type of creative project is acceptable: art, music, film, literature, etc. Past examples have included sculptures, paintings, and tapestries. **Students interested in this option must turn in a 2-page proposal explaining what they will do and how it relates to material learned in the course by March 8.** Only proposals I deem fit will be approved.

## Course Outline

(Subject to change at professor's discretion)

### **Week 1: *Hey Padre, Leave your Concubine and Look After Your Flock! Church Reform and the Definition of Heresy***

Secondary Source Readings: Wakefield, 1-9, 56-69; Deane, 1-24 (Introduction)

Primary Sources: Wakefield, 71-89.

### **Week 2: *Hurry Padre, Get the Holy Water! The Return of Heresies in the West***

Secondary Source Readings: Deane, 25-56 (chapter 1); Wakefield, 9-26

Primary Sources: Wakefield, 107-115, 118-121, 151-159

### **Week 3: *The Water Didn't Work, Call the Pope! An Increase in Heretical Movements?***

Secondary Source Readings: Wakefield, 26-55; Lawrence, 1-25 (chapter 1)

Primary Sources: Wakefield, 126-138, 159-167, 351-361, 447-468, 483-494, 511-533, 578-591

**Assignment: Book Selection Due Thursday**

### **Week 4: *There Goes the Neighborhood! The Rise of Cities and a New Religiosity***

Secondary Source Readings: Wakefield, 26-50; Deane, 57-86 (chapter 2); Lawrence, 1-25 (chapter 1)

Primary Sources: Wakefield, 202-213, 220-230, 289-296, 346-351

### **Week 5: *Who Are These Guys Begging on the Corner? The Rise of the Friars and Apocalyptic Movements***

Secondary Source Readings: Deane, 87-152 (chapters 3-4); Lawrence, 26-64 (chapter 2), 65-88 (chapter 4)



Primary Sources: Wakefield, 301-306; “Francis’s Testament” (<http://legacy.fordham.edu/halsall/source/stfran-test.html>)  
*Early Dominicans*, 133-6 [available on course website]  
 “Selections from the Apocalypse Commentary” of Peter Olivi: <http://legacy.fordham.edu/Halsall/source/olivi.asp> (Medieval Sourcebook)

**Assignment: Book Review Due Thursday**

**Week 6: *I Am Woman, Hear Me Pray!* Women's Religiosity**

Secondary Source Readings: Deane, 153-84 (chapter 5)

Primary Sources: Wakefield, 249-256, 411-439; Kors and Peters, 60-3, 87-90, 103-5

**Assignment: Primary Source Selection Due Thursday**

**Week 7: Midterm**

Tuesday: Oct. 12: *Midterm Review*

Thursday: Oct. 14: **Midterm**

**Week 8: *Release the Hounds (Dominicanes)!* Inquisition and the Defeat of Heresy**

Secondary Source Readings: Deane, 185-217 (chapter 6); David Burr, Inquisition: Introduction: <http://legacy.fordham.edu/Halsall/source/inquisition1.asp> (Medieval Sourcebook)

Primary Sources: Wakefield, 361-411 (esp. interrogation sections)  
 Fourth Lateran Council: Canon 63: <http://legacy.fordham.edu/halsall/basis/lateran4.asp> (Medieval Sourcebook)

**Week 9: *We're Back!* Heterodoxy in Late Medieval Europe**

Secondary Source Readings: Deane, 217-88 (chapters 7 & 8)

Primary Sources: Condemnation of Wycliffe (1382) and Wycliffe’s Reply (1384): <http://legacy.fordham.edu/Halsall/source/1382wycliffe.asp> (Medieval Sourcebook)

Wycliffe: On the Sacrament of Communion:

<http://legacy.fordham.edu/halsall/source/wyclif-euch.asp> (Medieval Sourcebook)

Jan Hus: Final Declaration (1415):

<http://legacy.fordham.edu/halsall/mod/1415janhus.asp> (Medieval Sourcebook)

**Assignment: Primary-Source Analysis Due Thursday**

**Week 10: *And We're Here to Stay!* The Protestant Reformation and Religious Wars in Early Modern Europe**

Secondary Source Readings: Rice and Grafton, 146-177; Hunt, 458-472. [both available on course website]

Primary Source(s): Hunt, *Sources*, 259-271. [available on course website]

Luther's 95 Theses:

[http://origin.web.fordham.edu/TESTING\\_SITE/Halsall%20Transition%202011/source/luther95.txt](http://origin.web.fordham.edu/TESTING_SITE/Halsall%20Transition%202011/source/luther95.txt) (Medieval Sourcebook)

Calvin's *Institutes of the Christian Religion* (excerpts):

<http://www.thenagain.info/Classes/Sources/Calvin.html>

Calvin's *Ordinances for the Regulation of the Churches Dependent Upon the Seignior of Geneva* (1547):

<http://history.hanover.edu/texts/calord.html>

Tridentine Creed:

[http://www.traditionalcatholic.net/Tradition/Prayer/Tridentine\\_Creed.html](http://www.traditionalcatholic.net/Tradition/Prayer/Tridentine_Creed.html)

**Assignment: Primary-Source Analysis Due Thursday**

**Week 11: *Hocus-pocus!* The rise of the Witch Hunts**

Secondary Source Readings: Levack, 1-133

Primary Sources: Kors and Peters, 133-162

**Week 12: *Malleus Maleficarum!* The Legal Foundations of Witch Hunts**

Secondary Source Readings: Levack, 133-203

Primary Sources: Kors and Peters, 176-229

**Week 13: *From the Cauldron to the Stars!* Witch Hunts During the Scientific Revolution**

Shakespeare's *The Tempest* (entire play)

**Thursday Nov. 24 No Class: Thanksgiving Break!**

**Week 14: *Is that a Succubus or an Incubus?* Gender Roles and the End of the Witch Hunts**

Secondary Source Readings: Levack, 204-308

Primary Sources: Kors and Peters, 231-258, 290-302, 392-419

**Assignment: Final Paper Due Thursday**

**Week 15: Final Week**

*Review for Final Exam*