

**FORM INSTRUCTIONS FOR UDGE-CC (WHITE)  
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA CC – HUMANITIES**

**The Definition of Upper Division GE Courses:**

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

**Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.**

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
  - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
  - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
  - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

**Criteria for Upper Division Area CC Courses:**

**Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.**

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

**Assessment for Upper Division Area CC Courses:**

**Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.**

8.
  - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
  - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.



**UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL  
FOR AREA CC – HUMANITIES**

Please Read Instructions on Next Page of This Form

Course Number HIST 315 Course Title Heresy, Witchcraft, and Reform in Medieval and Early Modern Europe

- \* This is a new course. A FORM C is being filed concurrently.  
☐ This is an existing course not currently satisfying an UDGE requirement, which is not being changed.  
☐ This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.  
☐ This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.  
 2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)  
 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?

   yes      X no

- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.

X yes         no

- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

This course will introduce students, both history majors and non-majors, to an important and well-studied episode in medieval and early modern history: the rise of heretical movements, including witchcraft. The narratives of heterodox behavior in pre-modern Europe, especially witchcraft, continue to captivate imaginations. By studying the historical evolution of heresies, this class will seek to correct common misconceptions and provide students with a complex and in-depth understanding of the socio-economic, cultural, religious, and political environment that produced these heterodox beliefs and the justification for their persecution by orthodox authorities. Indeed, the class will trace the rise of a persecuting society in Europe, which extended to European colonies. Understanding how a society marginalizes, scapegoats, and persecutes certain groups presents important historical lessons both for history and non-history majors. The class will also delve into questions about religious pluralism and the dichotomy between popular and elite culture. Furthermore, it examines how changing notions of gender and gender relations impacted European society in the early modern period. Women, after all, were the overwhelming victims of religious persecution during the witch hunts. Students will also be exposed to the confluence of magic, religion, and science that marked the period we know as the Scientific Revolution. For example, intellectuals like Isaac Newton believed in witches and supported their persecution. Finally, the assignments in this class will focus on building students' critical thinking skills, which will prove valuable to all students regardless of their major.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

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 Original  
Anna Tan  
 Program Director  
 \_\_\_\_\_  
 General Education Coordinator  
 \_\_\_\_\_  
 General Education Committee Chair

Signatures

4/18/17  
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4. Aside from introducing students to the evolution of heresy, witchcraft, and religious persecution, the objective of the course is to teach them critical thinking, reading, writing, listening, and communicating skills. These are skills that will benefit and serve all students, regardless of their major. Students are expected to write two major writing assignments of 4 pages each. One of the assignments will be a secondary source analysis; the other will be a primary source analysis. These writing assignments introduce students to the basic requirements of historical methods. It will also help them put together a major research paper in their future academic careers.

5. a) Spirituality: The course will examine the changing definitions of orthodoxy and heterodoxy that took place in pre-modern Europe. For example: who determined orthodoxy? Who was labeled a heretic and why? It will pay particular attention to the dichotomy between popular and elite culture, especially involving spiritual and religious beliefs. This course will trace how elite theologians and intellectuals created a persecuting society that sought to eliminate dissent, which often resulted in prohibiting popular practices previously accepted in the earlier Middle Ages. The Protestant Reformation only intensified religious persecution, which led to the fiercest episode of religious oppression in pre-modern Europe, the witchcraze.

c) Intellectual thought: Beginning in the late eleventh century, church officials and some laymen began to worry increasingly about heterodox religious or theological convictions. The persecution of heterodox behavior only increased in the early modern period following the Protestant Reformation. The advances of scientific inquiry did not dissuade religious persecution. In fact, magic and science were closely linked during the Scientific Revolution. Only gradually did elite Europeans begin to question the validity of dark magic and its implications by applying the same scientific methods they used to observe the environment. Religious persecution, however, continued well into the modern period. This class traces the intellectual evolution of religious persecution as well as its reception by the populace.

6. A quest for intellectual and/or religious purity continues to preoccupy or affect us today. ISIS, for example, justifies their barbaric execution of Shi'ite Muslims as a remedy to religious heterodoxy. Likewise, political dissidents around the world face persecution from their repressive governments because of their ideological "impurity." This class will contextualize historically the unfortunate human tendency to persecute what it does not understand or can not control by focusing on one of its most notorious examples in European history. It will demonstrate how easily a minority or disempowered group can be scapegoated for large-scale socio-economic stresses.

7. This course will cover broad geographic, political, and cultural themes. I will focus primarily on Western Europe, even though the topic of the class extends to European colonies throughout the world. I will seek to show students how social conditions influenced and shaped religious persecutions. While some patterns of persecution appear throughout all of Europe, others do not. The social and cultural contexts of each particular area determined the nature of its tolerance or lack thereof during this period.

For example, while the persecution of witches proliferated in northern Europe, they did not materialize in the south (e.g. Spain).

8. I assign practice-writing assignments to evaluate students' writing and thinking abilities early on in the semester with a non-graded assignment. That allows me to assess their writing, thinking, and organizational skills. In turn, I work with them to develop and improve these skills. At the end of the class, I assess their progress by comparing their early drafts with the polished end products. At times, the students' progress can be dramatic, which is especially fulfilling, because these are skills that students will need to succeed at CSUSM and in their eventual careers. Midterm and final exams also allow me to evaluate and assess student's understanding of the material covered in the class.