

**University of Portland**  
**Department of International Languages and Cultures**  
**Spring 2011**  
**Spanish 491: The Iberian Inquisition in Fact and Fiction**  
Mondays and Wednesdays  
2:40–4:00 p.m., Franz 210

**Professor:** Matthew Warshawsky, Ph.D.

**Office:** Buckley Center 380

**Office Hours:** Mondays, Wednesdays, and Fridays, 10:15 – 11:15 a.m.; also by appointment

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**Course Purpose**

This new course introduces students to the Inquisition of Spain (and to a lesser extent, Portugal) as a historical and cultural reality, both in the Iberian Peninsula and the former territories of these countries in Latin America. Panoramic in nature, the course will examine the Inquisition and its legacy from several vantage points: a historical study of the tribunal and how it functioned, from its founding in the fifteenth century; case studies of individuals tried for various heresies, particularly Jewish and Muslim ones; and readings of more recent literary texts from Spain and Latin America in which the Inquisition and/or the Inquisition era function as important subtexts. A central purpose of the course is to show how individuals and societies create and defend their own “truths,” and what happens when the two conflict. Additionally the course aims to ask why the legacy of fear and intolerance that motivated the foundation of the Inquisition continues to be an important theme in the history and literature, of Spain, Portugal, and many Latin American nations. Finally, as a multidisciplinary class using readings from a variety of texts, SPN 491 challenges students to understand how the trans-Atlantic character of the Inquisition in part binds the history of Iberia and *Iberoamérica*.

**Course objectives**

**Content objectives**

By the end of the course, students will have:

1. Understood the circumstances that occasioned the establishment of the Iberian Inquisition, as well as the characteristics of this tribunal.
2. Learned how historical and political events from centuries past continue to serve as topics of contemporary literature.
3. Understood the conflict between states that define official “truths” and individuals willing to defend their own personal truth regardless of the consequences.
3. Challenged (hopefully) their assumptions about religion and society, not only in the Iberian world but also our own.

**Language objectives** (defined in part using guidelines of the American Association of College Teachers of Foreign Languages)

1. **Reading:** Read, within the limits of identifiable vocabulary and structural complexity, authentic materials including primary-source documents (individual testimonies and official decrees), drama, prose, and poetry.

2. Writing: write descriptive and argumentative essays in paragraph length (for the *diario literario*, final paper, and exam), as well as summaries of a factual nature (for the *guías de estudio*). Writing should display sufficient control of the most frequently used linguistic structures, although some limitations are expected in grammar and vocabulary.

3. Speaking: State and defend opinions with sufficient accuracy, clarity and precision in order to convey an intended message without misinterpretation or confusion, in class and group discussions, as well as oral presentations.

4. Listening: Understand and respond appropriately to topics generated by class discussion, peer presentations, and video and audio sources.

**Required Materials**

All readings for this course have been posted to electronic reserve at UP library, accessible at library.up.edu under my last name or course number. Please print these readings (double-sided!) and bring them to class on the respective days when we will be discussing them. A complete list of these readings can be found at the end of the syllabus.

(I would like to thank Caroline Mann and Margaret Hardy of the W. W. Clark Library for seeking permissions from publishers to reproduce materials and for scanning the readings.)

Very occasionally there may be short handouts not indicated on the syllabus (electronic or print) that I will ask you to read.

Please make sure to have a good Spanish-English dictionary, and bring it to class as often as possible.

**Grade Distribution**

Guías de estudio	150
Diario literario	350
Presentaciones:	125
Ensayo final (incluso resumen y bosquejo)	150
Examen final (incluso escribir las preguntas)	125
Asistencia y participación	<u>100</u>

TOTAL 1,000 Points

The letter grade will be assigned according to the following scale:

930 – 1000 .....	A	770 – 799 .....	C+
900 – 929 .....	A-	730 – 769 .....	C
870 – 899 .....	B+	700 – 729 .....	C-
830 – 869 .....	B	670 – 699 .....	D+
800 – 829 .....	B-	630 – 669 .....	D
		600 – 629 .....	D-
		0 – 599 .....	F

**Guías de estudio** (10 x 15 points each = 150 points)

In order to focus your attention while reading and to facilitate comprehension, students will complete 10 study guides throughout the semester. Study-guide questions will typically address important terms and events, and when we are reading literature, characters and plot development; they may be comparative as well. On the Wednesdays when study guides are due, you must upload your answers to the course page (Moodle) by 1:30 p.m. Please do not send your responses to me as separate e-mail attachments, especially after the 1:30 deadline. If you prefer, you may bring a printed copy of your responses to my office, but it must arrive by 1:30. Questions will be posted to the course page by 11:00 a.m. the Monday before. Please keep all study guides, because you will use them in order to prepare for the final exam.

Policy for working with a classmate: You may work with a classmate to complete study guides; however, in this case, you still must write your own answers independently of your colleague. Also, please indicate on the study guide with whom you have worked. If two students turn in the same work, I may ask them to rewrite it individually.

Late policy: Late study guides will not be accepted, with the following exception: you may hand in one late study guide by the following Friday at 1:30 p.m.; in this case please bring a printed copy to my office (BC 380), and if I am not there, leave it in the *casillero* (compartment) to the right of the door.

**Diario literario** (10 assignments during the semester x 35 points each = 350 points)

On the dates (all occurring on Mondays) indicated on the syllabus, each student will hand in written responses to questions for reflection and interpretation based on reading comprehension. I will post these questions to the course page (Moodle) by the previous Wednesday. Each assignment should be one complete page, typed, double-spaced, Times font, 12-point, with one-inch margins top, bottom, left, and right. Please do not reproduce the *diario* questions on your essay unless you plan to write more than one page of text. Evaluation will be based on content; however, grammatical errors should not impede my comprehension of your ideas. Please keep all diary entries, because you will use them in order to prepare for the final exam.

Late policy: Late *diarios* will not be accepted, with the following exception: you may hand in one late *diario* by the following Wednesday at 12 noon; in this case please bring a printed copy to my office, and if I am not there, leave it in the *casillero* (compartment) to the right of the door.

**Presentations** (30, 65, and 30 points = 125 points)

There will be three types of oral presentations throughout the semester: an informal question-and-answer session about one of the texts we are reading, prepared with a classmate and presented to me while the rest of the class is working in small groups; a presentation with a partner introducing one of the readings to the class; and an elevator-style speech presented to the class explaining the significance and contemporary relevance of the final essay.

1. Question-and-answer session (30 points): When the rest of the class is working in small groups, pairs of students will ask and answer questions about the contents of the reading for a particular day. Starting in week 2, the date of your session will be assigned on a Monday for the following Wednesday. The entire session should last approximately 5-7 minutes, and each

student should prepare two questions for his/her partner. Questions should be global rather than minute, and elicit responses that convey the message and significance of the reading. You may use a note card during this exercise but, in order to discourage reading a prepared text, please limit the content to 10 keywords. Evaluation will be based on quality of questions and detail of responses. Grammar, vocabulary and pronunciation errors should not impede my comprehension of your ideas, but errors in speech expected.

2. Introduction to a reading (65 points): You and a classmate will be the experts for one of our readings, and speak about several aspects of it to the class (5 minutes per student x 2 = 10 minutes per group; two or three groups will have three presenters, in which case the presentation should be 15 minutes total). The presentation is not a summary of the reading or a biography of an author, but rather a way to engage all of us in the important issues from a particular reading. Each of you will prepare your own one-page, double-spaced outline to help guide you through the presentation, including a question for the class; the outline should serve a prompt, not a word-for-word text (outline portion limited to 100 words). The outline will be handed in to me (but not the class), and will be evaluated as part of the grade for the presentation. You may use PowerPoint, but only to project images connected to the reading and the outline (no other text). Please meet with me briefly in my office the Thursday or Friday before your presentation so that we may discuss your topic.

3. Explanation of final essay (30 points): Speaking without notes for 2-3 minutes, each student will explain his/her final essay to the class. The focus of this presentation should be to “sell” to us the importance of your work. Don’t just tell us what you learned; explain why the subject of your essay is significant to you and how it is relevant to today’s world.

**Trabajo de Investigación** (150 points):

During the course of the semester, students will think of a topic related to the course that they would like to investigate in greater detail. The paper can serve in part as a response to a theme in the course that interests you; it should also go beyond the readings we have done, and therefore incorporate information from one or two other sources. Sources could be a selection from another part of a reading that was not assigned, or an article in a scholarly journal (online or print). I will provide a list of some possible topics; you may also think of one yourself (pending my approval). Papers should be three full pages (one-inch margins all sides, Times 12-point font). Essays will be evaluated mainly for their content, but grammatical accuracy, spelling, punctuation and presentation will be also taken into consideration. The paper will be due during the final class before “dead” week: Wednesday, April 20. **Late papers will not be accepted.**

Please note:

A brief abstract of the topic (60 words) will be due Wednesday, 6 April (week 11)

An outline with the source(s) you will be using will be due Wednesday, 13 April (week 12)

**Examen final** (125 points)

The final exam for this class will consist of paragraph-length responses to questions that you and your classmates will write beforehand and that we will discuss in class. The questions should cover the most important themes of the class. Plan to use your study guides and literary diary in order to help prepare questions and responses. The exam will take place during the time scheduled for our exam in finals week (Monday, May 2, 10:30 a.m.-12:30 p.m.).

### **Attendance and Participation** (100 points)

This grade will be based on quantity and quality of preparation for and participation in class discussions and activities, including completion of reading and writing assignments. Regular attendance is a critical requirement of SPN 491, and attendance will be taken every day. Excused absences include illnesses with documentation from the Health Center or another medical provider, or participation in University-related events (i.e., sporting events, concerts). Twice throughout the semester (weeks 7 and 14) I will ask you to evaluate your own participation according to the following categories: preparation, use of Spanish, incentive, activities, and listening (please see the grid at the end of this syllabus). I do reserve the right to make adjustments to the grades that you assign yourselves in the self-evaluations.

The following activities will reduce your participation points:

1. Coming to class late or leaving early or during class without a justifiable reason.
2. Doing homework of any kind in class or arriving without homework (including reading) completed.
3. Habitually speaking English during class.
4. Not participating in group or pair work.
5. Interrupting another student who is working on a response.

Classroom Protocol: Please help maintain an atmosphere conducive to learning by adhering to the following requests. Thank you.

1. Arrive on time, with all assigned work for the day completed.
2. Silence all cell phones and other electronic devices before entering class (even phones left on vibrating mode can be heard), and refrain from reading and writing text messages during class.
3. Drinks in closed containers are ok, but please eat before or after class.
4. You may step out of the room during class to use the restroom if necessary.

### **Statement on Academic Integrity:**

The University of Portland's Code of Academic Integrity states the following:

“Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity” (University of Portland Student Handbook, 2008-09, p. 99).

Using an online or electronic translator to compose sentences which you then turn in as your own writing, or asking a native speaker to help you with your homework, can both be considered a violation of the Code of Academic Integrity. If you are using a program or device to translate more than 2-3 words together to compose strings or chunks of text, you may be violating the Code of Academic Integrity. If you are confused about the difference between an online dictionary and an online translator, please speak with me. You may also ask me about the degree to which you may work with others on your assignments. You may use an online dictionary to look up single words and phrases to include in your original sentences; the following are two such examples of these dictionaries:

<http://www.rae.es/rae.html>

<http://www.elmundo.es/diccionarios/>

**Accommodation for Disability:**

If you have a disability and require an accommodation to fully participate in this class, please contact the Office for Students with Disabilities (OSWD), located in the University Health Center (503-943-7134), as soon as possible.

**Assessment Disclosure Statement**

Student work products for this course may be used by the University for educational quality assurance purposes.

**The Learning Resource Center**

The Learning Resource Center, located in Franz 119 and 120, houses the Writing Center, Math Resource Lab, Speech Resource Center, and the International Language Lab.

The International Language Lab offers computers and software for language learning supported by International Languages and Cultures courses. Language Lab computers are available on a drop-in basis during regular LRC hours. Tutoring support in French, German, and Spanish is available by appointment and walk-in basis if a language assistant is free. To make an appointment 24 hours in advance and submit your goals for the conference, click on the link “Language Assistance,” under Student Resources on the International Languages website at <http://college.up.edu/ilc>.

For information about the Language Lab, call (503) 943-7239 or e-mail [looney@up.edu](mailto:looney@up.edu). For International Languages and Cultures language assistants, call (503) 943-8342 or e-mail [inanb@up.edu](mailto:inanb@up.edu).

The Writing Center is open by appointment and works to support professors and students as they write across the disciplines. Our Spanish-language writing assistant, Miriam Hakim, has been trained to guide students through the writing process, particularly higher-order tasks such as brainstorming, organizing ideas, and incorporating transitions. In order to schedule an appointment, please see [www.up.edu/lrc/writing](http://www.up.edu/lrc/writing) and click on “Appointments.”

**Progresión de la nota**

Puedes quedar informado/a de tu progreso en el curso registrando tus notas para las varias tareas:

Guías: 1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_ 5. \_\_\_ 6. \_\_\_ 7. \_\_\_ 8. \_\_\_ 9. \_\_\_ 10. \_\_\_ = \_\_\_/150

Diario: 1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_ 5. \_\_\_ 6. \_\_\_ 7. \_\_\_ 8. \_\_\_ 9. \_\_\_ 10. \_\_\_ = \_\_\_/350

Presentaciones: 1. \_\_\_/30 2. \_\_\_/65 3. \_\_\_/30 = \_\_\_/125

Ensayo final (incluso resumen y bosquejo): \_\_\_/10 \_\_\_/15 \_\_\_/100 = \_\_\_/150

Examen final (incluso escribir las preguntas): \_\_\_/25 \_\_\_/100 = \_\_\_/125

Asistencia y participación: 1. \_\_\_/50 2. \_\_\_/50 = \_\_\_/100

TOTAL = \_\_\_/1,000

## Calendario de lecturas y tareas

### Semana 1: Introducción a la Inquisición

Fecha	Tarea para la clase	En clase
lunes, 17 enero		Introducción a la clase
miércoles, 19 enero	Lee Homza, Introduction, <i>The Spanish Inquisition, 1478-1614</i> , ix-xxxvii Completa <b>Guía de estudio 1</b>	

### Semana 2: Judíos, judeoconversos y la expulsión de España

Fecha	Tarea para la clase	En clase
lunes, 24 enero	Lee Graizbord, “La vida de los conversos después de 1492,” Lieberman, ed., <i>Los estudios sefardíes para estudiantes de español</i> , 116-129; y los dos poemas (Santa Teresa y San Juan de la Cruz) Escribe <b>Diario 1</b>	Presentación oral 1 (introducción a una lectura para la clase entera)
miércoles, 26 enero	Lee “Provisión de los reyes católicos...,” Suárez Fernández, <i>Documentos acerca de la expulsión de los judíos</i> , 392-395; y Bernáldez, <i>Memorias del reinado de los Reyes Católicos</i> , 251-259 Completa <b>Guía de estudio 2</b>	Sesión 1 de preguntas y respuestas entre dos alumnos

### Semana 3: Literatura y testimonio sobre el ambiente antijudío de la Iberia inquisitorial

Fecha	Tarea para la clase	En clase
lunes, 31 enero	Lee Aridjis, “Sepharad, 1492” (419-425); y Judah ben Jacob Hayyat y Shem Tov ben Jamil, <i>The Expulsion 1492 Chronicles</i> Escribe <b>Diario 2</b>	Presentación oral 2
miércoles, 2 febrero	Lee Bécquer, “La rosa de la pasión,” <i>Leyendas</i> , 289-298 Completa <b>Guía de Estudio 3</b>	Preguntas y respuestas 2

### Semana 4: Una prisionera de la Inquisición española

Fecha	Tarea para la clase	En clase
lunes, 7 febrero	Lee Vollendorf, “Bernarda Manuel: Defending Femininity...,” <i>The Lives of Women: A New History of Inquisitional Spain</i> , 32-54. Escribe <b>Diario 3</b>	Presentación oral 3
miércoles, 9 febrero	Lee Bernarda Manuel, “Memorial,” 33-38V; y Vollendorf, “Self-Defense of Bernarda Manuel” (traducción parcial) Completa <b>Guía de estudio 4</b>	Preguntas y respuestas 3

**Semana 5: La Inquisición y los moriscos**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 14 febrero	Lee Kagan and Dyer, "A Captive's Tale: Diego Díaz," <i>Inquisitional Inquiries: Brief Lives of Secret Jews and Other Heretics</i> , 119-151 Escribe <b>Diario 4</b>	Presentación oral 4
miércoles, 16 febrero	Lee García-Arenal, "Resumen y extracto del proceso de Diego Díaz," <i>Inquisición y moriscos</i> , 140-150 Completa <b>Guía de estudio 5</b>	Preguntas y respuestas 4

**Semana 6: La Inquisición y los moriscos**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 21 febrero	Lee López Baralt, "La angustia secreta del exilio: el testimonio de un morisco de Tunez," <i>Hispanic Review</i> 55.1 (1987): 41-57 Escribe <b>Diario 5</b>	Presentación oral 5
miércoles, 23 febrero	Lee Cervantes, <i>Don Quijote</i> II.54, 759-764; y Dopico Black, "Valencia, 1609: Ghostly Remains," <i>Arizona Journal of Hispanic Cultural Studies</i> 7 (2003): 91-100. Completa <b>Guía de estudio 6</b>	Preguntas y respuestas 5 y 6

**Semana 7: Crítica de la Inquisición en España y una mujer frente a la Inquisición en Perú**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 28 febrero	Lee <i>Reginaldo Montano: primer libro polémico contra la Inquisición española</i> , ed. Nicolás Castrillo Benito, selecciones Escribe <b>Diario 6</b>	Presentación oral 6
miércoles, 2 marzo	Lee Lewin, "Doña María de Castro," <i>Mártires y conquistadores judíos en la América hispana</i> , 265-274 Completa <b>Guía de estudio 7</b>	Preguntas y respuestas 7

**Semana 8: La Inquisición en México y el caso de los Carvajal**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 7 marzo	Lee <i>The Carvajal Family</i> , trad. Frances Hernández, xxviii-xxxii, 243-248, 457-459, 462-467; y <i>La familia Carvajal</i> , 239-242 Escribe <b>Diario 7</b>	Presentación oral 7
miércoles, 9 marzo	Lee Berman, <i>En el nombre de Dios</i> , 329-347	Película: <i>El santo oficio</i> (escenas)

**14-18 marzo: No hay clases (Vacaciones de primavera)**



**Semana 9:** La Inquisición en el teatro mexicano

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 21 marzo	Lee Berman, <i>En el nombre de Dios</i> , 347-361	Presentación oral 8
miércoles, 23 marzo	Lee Berman, <i>En el nombre de Dios</i> , 362-382 Completa <b>Guía de estudio 8</b>	Preguntas y respuestas 8

**Semana 10:** La Inquisición en Chile y Perú

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 28 marzo	Lee Bodian, “A Converso Surgeon in the Viceroyalty of Peru,” <i>Dying in the Law of Moses</i> , 117-152 Escribe <b>Diario 8</b>	Presentación oral 9
miércoles, 30 marzo	Lee Maldonado de Silva, “Cartas a la sinagoga de Roma,” <i>Historia de los judíos en Chile</i> , 311-316, 323-325. Completa <b>Guía de estudio 9</b>	Preguntas y respuestas 9

**Semana 11:** La Inquisición en la narrativa argentina y brasileña

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 4 abril	Lee Aguinis, <i>La gesta del marrano</i> , 358-366, 382-390. Escribe <b>Diario 9</b>	Presentación oral 10
miércoles, 6 abril	Lee Seliar, <i>La extraña nación de Rafael Mendes</i> , 130-156 Completa <b>Guía de estudio 10</b> Escribe la descripción del tema del ensayo final	Preguntas y respuestas 10 y 11

**Semana 12:** La Inquisición en el teatro judío-latinoamericano de EEUU

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 11 abril	Lee Glickman, <i>Liturgias</i> , 127-150 Escribe <b>Diario 10</b>	Presentación oral 11
miércoles, 13 abril	Lee Glickman, <i>Liturgias</i> , 150-172 Escribe el bosquejo del ensayo final	Preguntas y respuestas 12

**Semana 13:**

<b>Fecha</b>	<b>Tarea para la clase</b>	<b>En clase</b>
lunes, 18 abril	Escribe el ensayo final	Hablamos de inquisiciones modernas Escribimos preguntas para el examen final
miércoles, 20 abril	Termina escribiendo ensayo final	Película, “The Last Marranos” (u otra) <b>Entrega ensayo final</b>

**Semana 14:**

Fecha	Tarea para la clase	En clase
lunes, 25 abril		No hay clase: vacaciones de Pascua
miércoles, 27 abril	Preparar presentación oral sobre el ensayo	Presentación sobre el ensayo

**Semana 15:**

Fecha	Tarea para la clase	En clase
lunes 2 mayo	Estudia para el examen final	Examen final (10:30 a.m.-12:30 p.m.)

**CLASS PARTICIPATION SELF-EVALUATION**

Read each category in the grid below, and mark with an X the choice that most closely describes your participation. Then, add up your points from each category, using the evaluation form that will be provided during weeks 7 and 14. I will collect this form and agree or disagree with your self-evaluation.

<b>Preparation:</b>	I did not miss any class, or just one class. I read, studied, and completed everything before class on the day for which it was assigned. (20 points)	I missed two or three classes. I read, studied, and completed everything before class on the day for which it was assigned most of the time. (15 points)	I missed more than three classes. I did not read, study, or complete everything before class on the day for which it was assigned. (10 points)
<b>Use of Spanish:</b>	I spoke only Spanish in class (20 points)	I spoke Spanish most of the time, but also used English on occasion. (15 points)	I used more English than Spanish in class. (10 points)
<b>Incentive:</b>	I volunteered to participate and answer questions all the time. (20 points)	I volunteered to participate and answer questions sometimes. (15 points)	I never volunteered to participate and answer questions in class. (10 points)
<b>Activities:</b>	I participated in all activities with enthusiasm and a positive attitude. (20 points)	Overall, I showed a positive attitude, even though occasionally I was not on task. (15 points)	My presence in class did not make much difference in getting tasks done. (10 points)
<b>Listening:</b>	I worked on comprehension skills by listening carefully when others spoke, always. (20 points)	Occasionally, I did not listen when other students spoke in class. (15 points)	In general, I did not listen while others talked. (10 points)