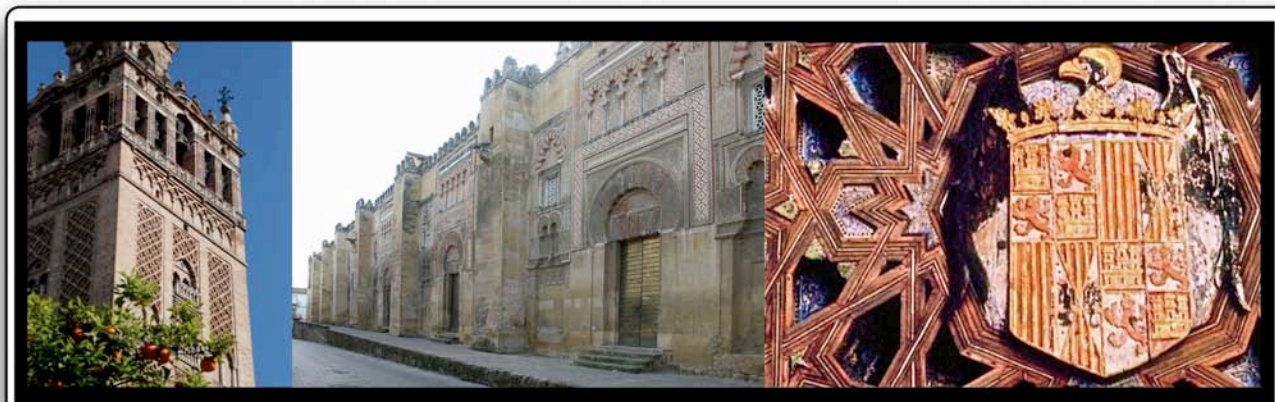


UNIVERSITY OF COLORADO AT COLORADO SPRINGS
DEPARTMENT OF HISTORY

SPRING 2013



A CROSSROADS OF CIVILIZATIONS: MEDIEVAL SPAIN
AND NORTH AFRICA (600 TO 1500 C.E.)

Course:	HIST 4160: Spain/North Africa	Professor:	Dr. Roger L. Martínez
Course Section:	001	Office:	Columbine Hall 2046
Call#:	31787	Office Hours:	-Tue 3-4:30 pm -Wed 12-1:30 pm -Additional hours by appt.
Course Room:	COB 317	Telephone:	719-255-4070
Course Time:	Wed 1:40-4:20 pm	Email:	rmartin8@uccs.edu
Course Site:	UCCS BlackBoard		

COURSE DESCRIPTION

HIST 4160: A Crossroads of Civilizations: Medieval Spain and North Africa (600 – 1500 c.e.)

In this historical survey of the Spain and North Africa during the Middle Ages (600 c.e. to 1500 c.e.), we will explore the collapse of Visigothic Spain, the Islamic conquest and foundation of al-Andalus, the splendor of the 2nd Umayyad Caliphate of Cordoba, the Sephardic Jewish “Golden Age” of culture, the Spanish Christian Reconquest (*Reconquista*) of the Iberian Peninsula, and finally, the creation of a unified, Catholic Spain. We will explore topics relating to conquest and rebellion, religious beliefs and practices, intercultural relations, political consolidation and intrigue, inquisition and religious transgression, and the challenges of “empire”.

REQUIRED TEXTS AND READINGS

- *A Concise History of Spain*. Author: Carla and William Phillips. ISBN: 9780521607216.
- *A Vanished World: Muslims, Christians, and Jews in Medieval Spain* (Paperback). Author: Chris Lowney. ISBN: 978-0195311914.

- *Conversos, Inquisition, and the Expulsion of the Jews from Spain*. Author: Norman Roth. ISBN: 9780299142346.
- *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*. Author: Richard L. Kagan. ISBN: 978-0801879241.
- Other readings as assigned and posted to Blackboard. See the “Reading Packet”.

Regarding readings – All readings noted in the detailed “Class Schedule” are required and must be completed. Only readings noted as “OPTIONAL” are strongly suggested readings.

COURSE REQUIREMENTS, ASSIGNMENTS, ATTENDANCE, AND GRADING

Your performance in the course will be assessed based on a mix of assignments and in-class participation. All written work should be submitted in class on the deadlines specified in the syllabus. Late assignments will not be accepted. At least one week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

Requirements:

- Read all required texts and readings.
- Prepare for class each week and participate in class discussions.
- Produce 27 to 30 pages of written work.

Assignments:

- Attendance and Participation (30%). Attendance will be conducted and recorded on a semi-regular basis. I will only record attendance 4 to 6 times during the semester. Your attendance grade will be calculated as an average of those days when roll was called. (Note: you will be allowed one unexcused absence for one of the attendance days.) If you attend classes, but do not regularly participate in class discussions, I reserve the right to award only 50% credit for your grade.
- Three “Topical Commentary” Papers (10% each or 30% total). During the semester, you will write three “Topical Commentary” papers on following topics. Your papers will be based on a combination of reading and film sources. Although there are five topics to choose from, you only need to write on three papers. Each paper should be three to four pages in length, and overall, you will write 9 to 12 pages of work for these assignments. The five topics are:
 - *Topic One: Conquest and Rebellion in Medieval Spain*. Sources for this paper include any of the readings from Weeks I-V. Due: February 20, 2013.
 - *Topic Two: Christian Religious Identity, Belief, and Pilgrimage*. Sources for this paper include any of the readings from Week VI and the film, “The Way”. Due: February 27, 2013.
 - *Topic Three: Islamic Spain’s Splendor and Intercultural Relations*. Sources for this paper include any of the readings from Week VII and the film, “Cities of Light”. Due March 6, 2013.
 - *Topic Four: Spanish Political Intrigue and Consolidation*. Sources for this paper include any of the readings from Week XI and the film, “Juana la Loca”. Due April 3, 2013.

- *Topic Five: Empire: Challenges to Spain and Its People.* Sources for this paper include any of the readings from Week XVI and the film, “Alatriste”. Due May 8, 2013.
- “Success, Survival, and Personal Truths: The Predicament of the Conversos During the 15th Century” Paper (10%). For the text, *Conversos, Inquisition, and the Expulsion of the Jews from Spain*, you will prepare a 4 to 5 page paper on how conversos (Jewish converts to Catholicism) pursued success and survival in 15th century Spain. Due: April 17, 2013.
- Reacting to the Past: Spanish Inquisition Trials (10% each or 20% total). We will re-enact two Spanish Inquisition trials where there will be one prosecution team and one defense team for a specific case discussed in *Inquisitorial Inquiries*. For each trial, each person will prepare a 4 page-legal brief and participate as a historical actor. The trial will require each team to prepare and deliver an argument of the case. Each person will present prosecution or defense arguments. Additionally, there will be prosecution and defense “rebuttal” presentations. Some students will participate as inquisitors, witnesses, and other roles. In total, you will write 8 pages of material for this section of the course. Written assignments due no later than May 1, 2013.
- Final Course Essay (10%). This 4 to 5 page assignment will involve preparing a final essay on one theme (political, cultural, religious, artistic, economic, geographic, and/or philosophical) that integrated or disintegrated the peoples of Spain and North Africa. Due: May 15, 2013.
- Extra Credit: The Spanish “Cantigas de Santa Maria” Trebuchet Project. (up to 5 extra points added to your final course grade).

Attendance

If you must be absent, you may receive an excused absence if you provide a valid doctor’s note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. *Notes from parents are not valid excused absences.* ***If you have two or more unexcused absences (the equivalent of missing two weeks of class) then I reserve the right to award you an automatic failure for the course. Class attendance is not optional.***

My Teaching Philosophy, Grades, Returning of Your Assignments, and Class Grade Distributions

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60).

Most assignments will be graded and returned to you within two weeks of the date that you turned in the assignment. Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B’s and high C’s on their first and second assignments. However, I typically see most students’ grades on future assignments rapidly improve by a letter grade after this point.

Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear “rigorous”. If your work is solid and consistently good, you will most likely earn a B or B+ in my course. If your work is excellent, that is

your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A- or A. I seldom award a 100 or an A+ because I do not believe that perfection exists. Similarly, I seldom award Fs. I also find Ds to be uncommon.

At the end of the semester as I review final grades, I will typically raise a student's grade by a partial letter grade (for example, from a B+ to an A-) if they've demonstrated they did their personal best, improved over time, and were engaged in class discussions and their work.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. ***I reserve the right to ask you to leave the classroom if you cannot follow these requirements as well as you will be assigned an unexcused absence for the day.***

STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

CLASS SCHEDULE

I. January 23 Course Introduction

Class Activities

- 1st Half of Class (1:40-2:55)
 - Overview of Course
 - Overview Lecture of Spanish and North African History
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - TBD.

II. January 30

Ancient Iberian Origins: Phoenicians, Romans, and the Entry of the Vandals and Visigoths

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short Lecture
 - Short Discussion
 - Class Activity: Mapping Medieval Iberia: People, Places, Resources, and Events
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class Activity-continued: Mapping Medieval Iberia: People, Places, Resources, and Events

Reading and Assignments Due In Class

- Read: Phillips, Chapter 1: The land and its early inhabitants (p. 1-20) and Chapter 2: Ancient legacies (p. 21-30 only)
- Read: Reading Packet, “In Praise of Spain” (p. 3-4)

III. February 6

Opening of the Iberian Middle Ages: The Visigoths

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short Lecture
 - Short Discussion of Lowney and Phillips
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class Activity: “Visigothic ways”

Reading and Assignments Due In Class

- Read: Lowney, Chapter 1. Spain Before Islam (p. 15-28)
- Read: Phillips, Chapter 2: Ancient legacies (p. 30-46 only)
- Read: Reading Packet, *OPTIONAL* - “The Visigothic Conversion to Catholicism” (p. 12-20) and “Visigothic Legislation Concerning the Jews” (p. 21-23)

IV. February 13

Islamic Iberian Beginnings: From Mecca to North Africa and to Al-Andalus

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short Lecture
 - Short Discussion of Phillips and Lowney
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class “Re-enacting” Activity: “Negotiating for Safety”

Readings and Assignments Due In Class

- Read: Phillips, Chapter 3: Diversity in medieval Spain (p. 47-51 only)
- Read: Lowney, Chapter 2. The Moors Conquer Spain (p. 29-43)
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- Read: Reading Packet, “Two Accounts of the Muslim Conquest” (p. 29-36), “The Treaty of Tudmir” (p. 37-38), *OPTIONAL* - “Christian Resistance in the North” (p. 39-42), and the *OPTIONAL* - “Pact of Umar”

V. February 20 A New Iberian Order, Part I: Early Islamic Kingdoms

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short discussion of texts.
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class “Re-enacting” Activity: A Rebellious Spanish Islamic City: Zaragoza (Sieges by French King Charlemagne in 778 c.e. and Islamic King Abd al-Rahman I in 783 c.e.)

Readings and Assignments Due in Class

- Phillips, Chapter 3: Diversity in medieval Spain (p. 51-61 only)
- Read: Lowney, Chapter 9: Charlemagne (p. 119-128)
- Read: Reading Packet, “Chapter Two, The Umayyad Amirate, 756-852. ‘Abd-al-Rahman I and the establishment of the Umayyads, 755-788” (p. 30-39) and *OPTIONAL* - “7. The Maturing of a Regime” (p. 168-182)
- *Due in Class: Topical Commentary Paper One*

VI. February 27 A New Iberian Order, Part II: Early Christian Kingdoms

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Film: “The Way”

Readings and Assignments Due in Class

- Read: Lowney, Chapter 3: Santiago Discovered in the Field of Stars (p.43-53) and Chapter 6: Europe’s Busiest Highway (p. 79-91)
- Read: Reading Packet, “7. The Christian Realms” (p.222-265)
- *Due in Class: Topical Commentary Paper Two*

VII. March 6 The Golden Age of Islamic Al-Andalus: Jews, Christians, and Muslims

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
 - Break (2:55-3:10)
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- 2nd Half of Class (3:10-4:20)
 - Film: “Cities of Light”

Readings and Assignments Due In Class

- Read: Phillips, Chapter 3: Diversity in medieval Spain (p. 61-64 only)
- Read: Lowney, Chapter 7. A Jewish General in a Muslim Kingdom (p. 93-102)
- Read: Reading Packet, “The Golden Age of the Umayyad Caliphate, 912-976” (p. 82-108) and *OPTIONAL* – selection from “*Convivencia: Jews, Muslims, and Christians in Medieval Spain*”
- *Due in Class: Topical Commentary Paper Three*

VIII. March 13
Spanish Reconquista (Reconquest) and Castilian King Alfonso X “The Wise”

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class activity focused on King Alfonso X and *Las Siete Partidas*

Reading and Assignments Due In Class

- Read: Phillips, Chapter 3: Diversity in medieval Spain (p. 64-78 only)
- Read: Lowney, Chapter 8: The Frontier (p. 103-118), *OPTIONAL* - Chapter 10: *El Cid* (p. 129-143), and Chapter 18. Alfonso the Learned King (p. 209-227)
- Read: Reading Packet, *OPTIONAL* - “*The Proper Qualities of a King*” (p. 255-261) and “The Legal Status of Jews and Muslims in Castile” (p. 269-275)

IX. March 20
Spanish Reconquista (Reconquest) and the Siege of Cordoba

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Class “Re-enacting” Activity: Castilian King Ferdinand III’s Siege of Cordoba in 1236.

Reading and Assignments Due In Class

- Read: Lowney, Chapter 16. Ferdinand III (p. 191-198)
- Read: Reading Packet, “Chapter 1: Reconquest, Holy War, and Crusade” (p. 1-22), “The Crusade of Las Navas de Tolsosa” (p. 70-76), “The Castilian Crusade” (p. 92-98), and *OPTIONAL* - “*Chapter 6: Warfare in the Crusading Era*” (p. 124-151)

X. March 27
Spring Break

No class.

XI. April 3
Spanish Catholic Victory and the Creation of Queen Isabel and King Ferdinand's Spain

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Film: "Juana la Loca", also known as "Mad Love"

Reading and Assignments Due In Class

- Read: Phillips, Chapter 4. The rise of Spain to international prominence. (p. 82-127)
- Read: Lowney, Chapter 20. Columbus, a New World, and the End of History. (p. 247-261)
- Read: Reading Packet, *OPTIONAL* - "Chapter I: A Europe of Composite Monarchies" (p. 3-24) and *OPTIONAL* - "Chapter II: Learning from the Enemy: Early Modern Britain and Spain" (p. 25-51)
- *Due in Class: Topical Commentary Paper Four*

XII. April 10
Problematic Jewish and Muslim Pasts: Spain's Tense Relationship with Faith, Culture, and Identity

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Short discussion of texts

Reading and Assignments Due In Class

- Read: Roth, Introduction to Chapter 3: Conversos and Crisis: The Fifteenth Century (p. xi-87)
- Read: *OPTIONAL* - Lowney, Chapter 19. *The End of Spanish Judaism*. (p. 227-246)
- Read: Reading Packet, "The Expulsion of the Jews" (p. 352-363)

XIII. April 17
Early Modern Spanish Intercultural Relations: Between Tolerance and Intolerance

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
- Break (2:55-3:10)
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- 2nd Half of Class (3:10-4:20)
 - Short discussion of texts

Reading and Assignments Due In Class

- Read: Roth, Chapter 4: Conversos and Political Upheaval and Chapter 5: Conversos in the Service of Church and State (p. 88-156)
- *Due in Class: "Success, Survival, and Personal Truths: The Predicament of the Conversos During the 15th Century" Paper*

XIV. April 24
Reacting to the Past: Spanish Inquisition

Class Activities

- 1st Half of Class (1:40-2:55)
 - Brief Class Lecture
 - Discussion of how the trials will be conducted.
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Preparations for trials

Reading and Assignments Due In Class

- Read: Roth, Chapter 7: The Inquisition and Chapter 8: Expulsion of the Jews
- Read: Kagan, Introduction (p. 1-20)

XV. May 1
Reacting to the Past: Spanish Inquisition Trials

Class Activities

- 1st Half of Class (1:40-2:55)
 - Trial of Luis de la Ysla (Catholic or secret-Jew?)
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Trial of Diego Diaz (Catholic or secret-Muslim?)

Reading and Assignments Due In Class

- Read: Chapter 1. Renegade Jew: Luis de la Ysla (p. 21-35) and Chapter 5. A Captive's Tale: Diego Diaz (p. 119-151)
- Read: Reacting to the Past Packet: Spanish Inquisition Trial of Luis de la Ysla
- Read: Reacting to the Past Packet: Spanish Inquisition Trial of Diego Diaz
- *Due in class: Trial written assignments.*

XVI. May 8
The Spanish Empire and the Road to Modernity

Class Activities

- 1st Half of Class (1:40-2:55)
 - Short lecture
 - Short discussion of texts
 - Break (2:55-3:10)
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- 2nd Half of Class (3:10-4:20)
 - Film: “Alatriste”

Reading and Assignments Due In Class

- Read: Phillips, Chapter 5: Spain as the first global empire. (p. 134-168)
- Read: Reading Packet, “The Road to Rocroi: Class Culture and Command in the Spanish Army of Flanders, 1567-1659. Introduction” (p. 1-13), *OPTIONAL* – “Chapter One: Olivares as a Military Trainer” (p. 149-157), and *OPTIONAL* – “Conclusion” (p. 373-380).
- *Due in Class: Topical Commentary Paper Five*

XVII. May 15
Final Exams Week

- Final Course Essay Due at 5pm on May 15, 2013.