

UNIVERSITY OF COLORADO – COLORADO SPRINGS
DEPARTMENT OF HISTORY

SPRING 2015



Course Room: Osbourne B136

Course Time: Friday 10:50-1:30 pm

Course Syllabus,

Assignments, and readings: <http://bit.ly/1wrip5v>

Grades: Go to UCCS Blackboard

Professor: Dr. Roger L. Martínez-Dávila

Office: Columbine Hall 2053

Office Hours: -Thu and Fri 2-3:30 pm
-Additional hours by appt.

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COURSE DESCRIPTION:

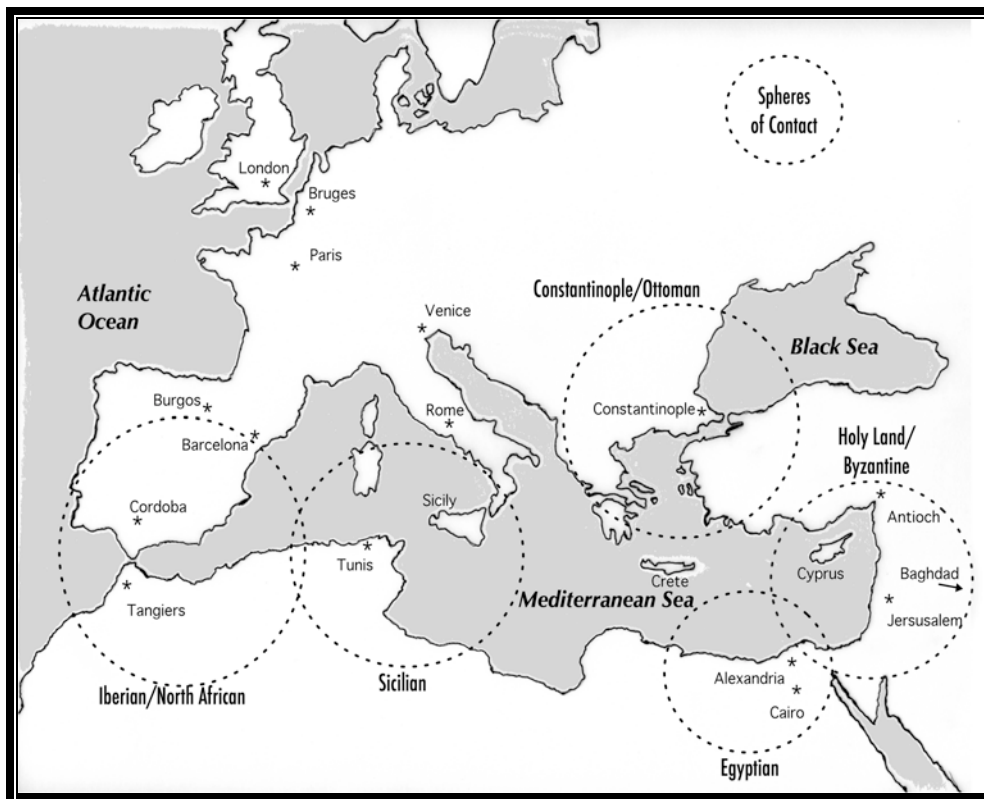
In this advanced course on inter-cultural, religious, and political relations, we will explore and discuss the intensive interaction of Jewish, Islamic, and Christian communities during the medieval and early modern periods. Together, we will: witness an Islamic caliph's gift of an elephant to a Christian king, follow the flow of silk and sugar across the Mediterranean Sea, watch a Jewish general lead an Islamic army into battle, lament the tragic outcome of the "curious" medicine of the Franks, experience the three faiths' rediscovery of Greek philosophy and science, and bear witness to the tragedies of religious intolerance. This course focuses on what the great Spanish historian Americo Castro referred to as "convivencia", the co-existence of medieval and early modern Jews, Christians, and Muslims.

Our exploration begins with an investigation of the simultaneous development and formation of medieval European and Islamic civilizations (600-1200). After acquiring this essential historical context, we will begin the critical process of exploring two key and counter-balancing *Competitive Landscapes*—in the west, the Iberian Peninsula and North Africa, and in the east, the Holy Land and Byzantium. By studying

these two *Competitive Landscapes*, we will acquire an analytical framework that will prepare us for investigating five dominant *Spheres of Contact* in the greater Mediterranean. These include: Egypt, Iberia and North Africa, the Holy Land and Byzantium, Sicily and the central Mediterranean, and Constantinople/Ottoman Turkey.

The investigation of each *Sphere of Contact* will allow us to understand the manner in which these social groups interacted as well as assess their views of each other. We will study religious and cultural beliefs, economics and trade, political events and warfare, language and the arts, and intellectual and scientific issues. In sum, the course will highlight the numerous interconnectivities of the medieval Mediterranean world.

Medieval Spheres of Contact



COURSE REQUIREMENTS AND ASSIGNMENTS:

For this course, I expect that you will:

- ***Attend all course lectures and read the assigned materials.*** Class attendance is mandatory. Two or more unexcused absences are grounds for an automatically failure in the course. Always attempt to contact me via email if you will be missing class.
- ***Acquire a solid knowledge of the history of the medieval Mediterranean world and garner an appreciation of the three primary faith groups living within it.***
- ***Thoughtfully consider a limited selection of the course's readings and lectures and present your findings in concise, well-written essays.***

- **Actively engage with a historical period by re-enacting the goals and aspirations of a historical personage.** To accomplish this, we will use *Reacting to the Past's The Second Crusade*. During this course segment, you will assume a historical role to re-enact that requires you to prepare a host of short writing assignments (1-3 pages), give multiple oral presentations, and actively participate in class. Two-thirds of your *Second Crusade* grade will be based on your writing assignments (three papers, all submitted in-class) and one-third of your grade on class-participation. The “Reacting to the Past” pedagogy, initially developed at Barnard College, seeks to introduce students to significant historical ideas and texts. It uses a “role playing” format to replicate the historical context in which these ideas acquired significance.
- **Guide other students’ learning and acquisition of knowledge.** You will be responsible for presenting a reading selection and for facilitating one class discussion. Each student will be responsible for (1) delivering a ten to fifteen minute presentation on their reading selection’s content and arguments and (2) providing informative class handouts on the readings.
- **Abide by the university’s Student Code of Conduct.** For specifics see: <http://www.uccs.edu/dos/student-code-of-conduct.html>
- If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services (DS) within the first week of classes. DS is located in Main Hall 105

Your performance in the course will be assessed based on the following assignments

Assignment	% of Final Grade	Due Date
1 st Comparative Essay on Lectures/Readings, 4-5 pages	15%	February 13
2 nd Essay on <i>Defining Boundaries in al-Andalus</i> , 4-5 pages	15%	February 27
Reacting to the Past – The Second Crusade (War Council of Acre)	25%	See schedule
3 rd Essay on <i>Heresy and the Politics of Community</i> , 4-5 pages	15%	April 24
4 th Comparative Essay on <i>Muslims and Christians in Norman Sicily</i>), 4-5 pages	15%	May 15
Book Selection Presentation and Class Facilitation	15%	See schedule

COURSE LEARNING OBJECTIVES

After completing the course, it is my expectation that you will be able to:

- Conceptualize the varied cultural, political, intellectual, and economic interconnections that linked the Mediterranean during the Middle Ages.
- Understand the similarities & differences of the *Spheres of Contact* in the medieval Mediterranean.
- Appreciate the nature of cultural and religious co-existence of Christians, Muslims, and Jews.
- Visualize the limits of cultural and religious accommodation in the medieval Mediterranean world.
- Picture medieval Europeans’ and “other’s” perceptions of each other.

REQUIRED TEXTS AND READINGS:

- Metcalfe, Alex. *Muslims and Christians in Norman Sicily: Arabic speakers and the end of Islam*. New York: Routledge, 2003. ISBN: 978-0-415-61664-7.
- Safran, Janina M. *Defining Boundaries in al-Andalus: Muslims, Christians, and Jews in Islamic Iberia*. Ithaca: Cornell University Press, 2013. ISBN: 978-0-8014-5183-6.
- Rustow, Marina. *Heresy and the Politics of Community: The Jews of the Fatimid Caliphate*. Ithaca: Cornell University Press, 2008. ISBN: 978-0-8014-4582-8.
- Course readings available on Dr. Martinez-Davila's Website (<http://bit.ly/1wrip5v>). You can download all extra course readings from the website.
- Primary Sources available via Dr. Martinez-Davila's Website (<http://bit.ly/1wrip5v>), which includes links to the *Internet Medieval Sourcebook* (<http://legacy.fordham.edu/halsall/sbook.asp>)

CLASS SCHEDULE

I. January 23

Course Introduction and *The Elephant and the Ark*

- Lecture: Course Introduction
 - Review of the syllabus, course requirements and assignments, required texts and readings, and class schedule.
 - Brief introduction to early medieval Europe and Islam
 - Brief overview of the *Competitive Landscape*
 - Brief overview of the *Spheres of Contact*
 - Brief question and answer session regarding the course
- Readings
 - Online Journal Articles (See course Blackboard for downloadable Adobe Acrobat articles.)
 - Brubaker, Leslie. "The Elephant and the Ark: Cultural and Material Interchange across the Mediterranean in the Eighth and Ninth Centuries." *Dumbarton Oaks Papers*, Vol. 58. (2004), pp. 175-195.

II. January 30

Early Medieval European Christian Kingdoms and Society (600 to 1200 c.e.)

- Lecture: Visigothic, Spanish, Frankish, and Germanic Peoples, Charlemagne's France, Spanish Kingdoms, and the Byzantines
- Discussion: Readings

- Readings (Read at least two of the four readings):
 - Online Readings
 - Goitein, S.D. “The Unity of the Mediterranean World in the ‘Middle’ Middle Ages.” *Studia Islamica*, No. 12. (1960), pp. 29-42.
 - Alexander, Paul J. “Religious Persecution and Resistance in the Byzantine Empire of the Eighth and Ninth Centuries: Methods and Justifications.” *Speculum*, Vol. 52, No. 2. (Apr., 1977), pp. 238-264.
 - Makdisi, George. “The Scholastic Method in Medieval Education: An Inquiry into Its Origins in Law and Theology.” *Speculum*, Vol. 49, No. 4. (Oct., 1974), pp. 640-661.
 - Galloway, J. H. “The Mediterranean Sugar Industry.” *Geographical Review*, Vol. 67, No. 2. (Apr., 1977), pp. 177-194

III. February 6 The Prophet Muhammad and the Rise of Islamic Civilization (600 to 1200 C.E.)

- Lecture: The Arabian Peninsula and the Prophet Muhammad; Islamic Expansion and Fragmentation in the Near East, North Africa, and Iberia
- Discussion: Readings
- Readings (Read at “Islam” by John L. Esposito and at least one of the two other readings):
 - Online Readings
 - *Worldmark Encyclopedia of Religious Practices*. S.v. “Islam,” by John L. Esposito. (pp. 349-379).
 - Squatriti, Paolo. “Mohammed, the early medieval Mediterranean, and Charlemagne.” *Early Medieval Europe* 11 (2002), pp. 263-79.
 - Jacoby, David. “Silk Economics and Cross-Cultural Artistic Interaction: Byzantium, the Muslim World, and the Christian West.” *Dumbarton Oaks Papers*, Vol. 58. (2004), pp. 197-240.
 - Optional Links to Primary Sources Online
 - Muhammad’s *Constitution of Medina*
 - The Islamic *Pact of Umar*
 - Spanish Christian King Alfonso X “The Wise” and the *Las Siete Partidas* (Seven Part Law Code)

IV. February 13 The Iberian/North African Sphere of Contact (Early Middle Ages 600-1200 c.e.)

- *Submit 1st Comparative Essay on Lectures/Readings in class.*
- Discussion of Issues: Discuss Introduction
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapter 1
 - 10 minute break
- 3rd Discussion of Issues: Discuss Chapter 2

- Readings (Read the Introduction and at least one of the two other readings):
 - *Defining Boundaries in al-Andalus*
 - Includes: Introduction (pp. 1-34), 1: Structuring of Umayyad Rule (pp. 35-80), 2. Society in Transition (pp. 81-124)

V. February 20

The Iberian/North African Sphere of Contact (Early Middle Ages 600-1200 c.e.)

- 1st Discussion of Issues: Discuss Chapter 3
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapter 4
 - 10 minute break
- 3rd Discussion of Issues: Discuss Conclusion
- Readings (Read the Conclusion and at least one of the two other readings):
 - *Defining Boundaries in al-Andalus*
 - Includes: 3. Between Enemies and Friends (pp. 125-167), 4. Borders and Boundaries (pp. 168-208), Conclusion (pp. 209-220)

VI. February 27

The Holy Land and Byzantine Sphere of Contact (1100-1300 c.e.) and Setup for Reacting to the Past

- **Submit your 2nd Essay on Defining Boundaries in al-Andalus in class.**
- 1st Discussion of Issues: Byzantines and “Frankish” Crusaders
- 2nd Discussion of Issues: Setup for Reacting to the Past “The Second Crusade”
 - Game Session 1: Introductory discussion about the Second Crusade game and the historical moment of 1148. Gamemaster lectures and leads class discussion about the game and the historical background to the Second Crusade. Roles distributed.
- Readings (Read all readings):
 - Online Readings
 - Asbridge, T.S. “The ‘Crusader’ Community at Antioch: The Impact of Interaction with Byzantium and Islam.” *Transactions of the Royal Historical Society*, 6th Ser., Vol. 9. (1999), pp. 305-325.
 - Links to Primary Sources Online
 - Selections from *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades: Memoirs of Usamah ibn-Munqidh*
 - Reacting to the Past Materials (available on course website)
 - Game Session 1: Read the game rules in the student game book, *The Second Crusade: the War Council of Acre, 1148*, pp. 1-50.

VII. March 6

Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Game Session 2: First half of class
 - Session meeting: Class discussion about the Christian and Muslim perspectives on Just War
 - Session agenda: Gamemaster leads discussion about the major texts regarding just war. Faction meetings.

- Session readings (available on course website):
 - o St. Augustine's *City of God*, especially Bk. 19.
 - o Relevant excerpts from *The Bible* and *The Qur'an* about issues of war, peace, justice, love, and forgiveness, etc.
 - o Johnson, James Turner. *The Holy War Idea in Western and Islamic Traditions*. University Park, PA: Pennsylvania State University Press, 1997. SBN: 0-271-01633-7. Chapters 1-3.
- Game Session 3: Second half of class
 - Session meeting: Class discussion about the sources in Appendix B of the Second Crusade game book
 - Session agenda: Gamemaster leads discussion about the historical documents, especially the Investiture Controversy, and sources for the First and Second Crusades. Faction meetings. Indeterminates meet with GM to get their "game plan" approved.
 - Session readings (available on course website):
 - o Read excerpts from Fulcher of Chartres, Pope Eugenius III's crusading bull, St. Bernard of Clairvaux's, "In Praise of the New Knighthood," Usamah ibn Munqidh, Ibn al-Qalanisi, Otto of Freising and Odo of Deuil's in Appendix B.
- Assignments:
 - Be prepared to discuss the readings.

VIII. March 13

Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Game Session 4: First half of class
 - Session meeting: First Council session: **Debate 1 begins, "What is Crusading?"**
 - Session agenda: Students will debate questions surrounding just war and crusading.
 - Session readings (available on course website):
 - o Reread excerpts from the sources and prepare arguments for **Debate 1**.
- Game Session 5: Second half of class
 - Session meeting: Second Council session: "What is Crusading?" cont.
 - Session agenda: Debate 1, continues. **Vote is held on whether or not a crusade will take place.**
 - Session readings (available on course website):
 - o None
- Assignments:
 - **Reacting to the Past Paper 1 Due In-Class.**

IX. March 20

Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Game Session 6: First half of class
 - Session meeting: Third Council session: **Debate 2 begins, “Who should lead the crusade?”**
 - Session agenda: Students will begin to discuss who should lead the crusade in order to ensure its victory. Nominations will be made and candidates will describe their qualifications. Council will decide on a specific list of issues that will become probative questions to ask the candidates during the next session.
 - Session readings (available on course website):
 - Documents from the Investiture Controversy.

- Game Session 7: Second half of class
 - Session meeting: Fourth Council session.
 - Session agenda: “Roundtable Discussion” of the issues decided upon during the previous session. Each candidate will take turns addressing the questions at hand. Non-candidates will each have an opportunity to direct questions for debate at particular candidates or at the candidates in general. A vote will be held and a candidate selected to be leader of the crusade. **Election is held for a leader of the crusade by secret ballot. Winner declared leader of the crusade.**
 - Session readings (available on course website):
 - Excerpts from: William of Tyre, Otto of Freising, and Odo of Deuil in Appendix B.

- Assignments:
 - **Reacting to the Past Paper 2 Due In-Class.**

X. March 27

Spring Break

- No Class

XI. April 3

Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Game Session 8: First half of class
 - Session meeting: Fifth Council session: **Debate 3 begins, “Against which city should the crusade be directed—Ascalon, Edessa, or Damascus?”**
 - Session agenda: Students will debate the pros and cons of attacking each city, including: the possibility of breaking the truce with Damascus, the potential expansion southwards of the Latin Kingdom, and the benefits of restoring the pre-1144 *status quo*.
 - Session readings (available on course website)
 - Students will return to excerpts from Usamah ibn Munqidh, Ibn al-Qalanisi, William of Tyre, and Otto of Freising in Appendix B.

- Game Session 9: Second half of class and Game Post-Mortem “What Really Happened in 1148 and Beyond”
 - Session meeting: Sixth Council meeting: Final debating session.
 - Session agenda: Students will decide where to attack and the Indeterminates will decide which faction they want to support. **Vote is held on geographical target.** Gamemaster determines success of the crusade; Victory points tallied; winning factions declared.

- Session readings (available on course website):
 - o Ch. 10 in *The Second Crusade: Scope and Consequences*, eds. Jonathan Phillips and Martin Hoch
- Assignments:
 - **Reacting to the Past Paper 3 Due In-Class.**

XII. April 10
Egyptian Sphere of Contact (900-1200 c.e.)

- 1st Discussion of Issues: Discuss Introduction and Chapter 1
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapter 2
 - 10 minute break
- 3rd Discussion of Issues: Discuss Chapter 3
- Readings (Read the Introduction and Chapter 1. Read at least one of the two other readings):
 - *Heresy and the Politics of Community*
 - o *Includes*: Introduction (pp. xv-xxxiv), 1: The Triparte Community (pp. 2-35), 2. Jewish Book Culture in the Tenth Century (pp. 36-66), 3. The Limits of Communal Autonomy (pp. 67-110).

XIII. April 17
Egyptian Sphere of Contact (900-1200 c.e.) - continued

- 1st Discussion of Issues: Discuss Chapter 4
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapter 5
 - 10 minute break
- 3rd Discussion of Issues: Discuss Chapter 8
- Readings (Read two of the three readings):
 - *Heresy and the Politics of Community*
 - o *Includes*: 4. Qaraites and the Politics of the Powerless (pp. 111-133), 5. “Nothing But Kindness, Benefit and Loyalty” (pp. 134-155), 8. The Affair of the Ban on Excommunication in 1029 (pp. 200-238).

XIV. April 24
Egyptian Sphere of Contact (900-1200 c.e.) - continued

- **Submit your 3rd Essay on Heresy and the Politics of Community in class.**
- 1st Discussion of Issues: Discuss Chapter 11
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapter 12 and Epilogue

- Readings (Read at least two of the three readings):
 - *Heresy and the Politics of Community*
 - Includes: 11. Avignon in Ramla (pp. 291-322), 12: The Triparte Community and the First Crusade (pp. 323-346), Epilogue (pp. 347-356).

XV. May 1
The Sicilian Sphere of Contact (800-1200 c.e.)

- 1st Discussion of Issues: Discuss Introduction and Chapter 1
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapters 2 and 3
 - 10 minute break
- 3rd Discussion of Issues: Discuss Chapters 4 and 5
- Readings (Read the Introduction and at least two of the four other readings):
 - *Muslims and Christians in Norman Sicily*
 - Includes: Introduction (pp. xv-xvii), 1: Sicily before 1100 (pp. 1-29), 2. The Muslim Community (pp. 30-54), 3. “Normans”... (pp. 55-70), 4. At the margins of the Arabic-speaking community (pp. 71-98), 5. Communication around the royal palaces and Arabic as a language of the ruling elite (pp. 99-113).

XVI. May 8
The Sicilian Sphere of Contact (800-1200 c.e.)

- 1st Discussion of Issues: Discuss Chapters 6 and 7
 - 10 minute break
- 2nd Discussion of Issues: Discuss Chapters 8 and 9
- Readings (Read at least two of the four readings):
 - *Muslims and Christians in Norman Sicily*
 - Includes: 6: Defining the land (pp. 114-126), 7. Arabic into Latin (pp. 127-140), 8. Arabic into Greek (pp. 141-173), 9. From Arab-Muslim to Latin-Christian (pp. 174-187).

XVII. Final Exams Week
May 15

- *Submit your Comparative Essay on Muslims and Christians in Norman Sicily) via Blackboard by 5 p.m. on Friday, May 15*