History 4320
Mediterranean history 800-1500
Theme: the Sacred: people, places, and things
Spring 2015  MWF 11-11:50AM  Hellems 211

Instructor: Céline Dauverd
E-mail: celine.dauverd@colorado.edu
Office: Hellems 350 - Phone: (303) 492-6726
Office Hours: Monday 12-2pm and by appointments

Course objectives: Does the Mediterranean basin possess a common culture and experience? Scholars are currently debating this notion. The transnational outlook of this course seeks to familiarize you with the Mediterranean world from the Middle-Ages to the pre-modern era focusing on the theme of The Sacred. This theme will enable us to visit current scholarship, assess the history of the region, examine primary source documents, scholarly articles while focusing on specific events and actors. Although we will follow a chronological outline focusing on key events and persona, the course will help you learn and think in a thematic way. We will explore North Africa, the Middle East, West Asia and southern Europe. Hence, this course apprehends the history of the region on a Mediterranean scale. Concentrating on cross-cultural linkages we will learn about the Mediterranean as a shared world. Assessing the Mediterranean in an ecumenical way, we will examine the interaction between culture, religion, and warfare. This course has been funded by an IMPART (Multicultural Perspectives in Research & Teaching) grant from the University of Colorado at Boulder.

Course Objective: By the end of the course, students will be able to:
- read critically primary and secondary source material
- collaborate in peer reviewed projects
- contribute to the historical community through an analytical research paper
- express arguments based on historical sources
- write argument-driven research papers
- exhibit critical thinking combining research, writing, and analysis of evidences
- hone oral and communication skills through in-class presentations
- use primary sources to create multimedia presentation
- embrace different approaches to understanding the past
- think and analyze in a comparative way

Graded Assignments: midterm 20%; 1st paper draft 10%; 2nd paper draft 10%; final Paper 20%; Final exam 20%; 1st presentation 5%; 2nd presentation 5%; discussions/participation 10%

Grade breakdown:
1st Paper draft: 100 points
2nd Paper draft: 100 points
Final Paper: 200 points
1st Power point presentation: 50 points
2nd Power point presentation: 50 points
Midterm: 200 points
Final: 200 points
Discussions/participation: 100 points

Total: 1000 points

Grading scale:
A 950 – 1000  B- 800 – 829  D+ 670 - 699
A- 900 – 949  C+ 770 – 799  D 630 - 669
B+ 870 – 899  C 730 – 769  D- 600-629
B 830 – 869  C- 700 – 729  F 599 & below

Course Requirements: Class sessions will combine formal lectures, power point presentations, analysis of primary material, in-class discussions, as well as occasional movie clips helping you digest the wealth of historical information encountered throughout the semester. Mediterranean history is such a new discipline that there is no textbook available. To that end, there is xeroxed material pertaining to each week’s topic posted on D2L. Exams will include all the presented material, so students should come prepared to take extensive notes and discuss posted articles. Students must attend class regularly and be prepared to discuss the week's reading. Each lecture outline will be posted prior to the lecture so students may come to class with it. While the outlines are posted, the power points are not posted on D2L since they are the instructor’s intellectual property. Students are expected to be regular, informed participants in class activities. Sometimes because of intense in-class discussions, we fall behind the course schedule. While we might be behind in terms of lectures, students must follow the syllabus for assignment due dates. The instructor does not post the grades on D2L but they are recorded on “the green book.” Computers and phones should be turned off during class sessions. Should you need to use your computer, you will be asked to bring in a note from the disability office.

Midterm and Final (20% each): We will discuss the format of the exams as soon as the semester will start. A rubric is posted on D2L. There will be a general study-guide given, providing the subject areas to study but not the verbatim exam questions. Each exam will consist of a choice of 5 (five) to 6 (six) essay questions. You will select 2 (two). You should integrate lectures, power point presentations, in-class discussions, movie clips, and reading material (posted for you on D2L) in your essays. You must write your essays on blue books. Failure to do so will result in an F. The final exam (20%) will not be comprehensive but will be a take home due the day and time of the final exam that you will upload to the D2L drop box. The drop box closes upon termination of the exam. Students wishing to take the final exam earlier or later will not be accommodated unless seriously ill. Out of courtesy to your peers, there will absolutely no make-up exams, presentations, or workshops. Should you miss an exam, you will need to provide an official note testifying of your incapacity to show up to campus on that day. There will be no make-up assignment for those registering late for the class.

Paper (20%): Part of the experience in taking a humanities class is to garner the skills to write a research paper. Following CU’s core initiative of Investing in the Tools for Success, The paper
should focus on issues relevant to the course. A list of possible themes is posted on D2L. Guidelines on how to write good research papers are also posted along with a rubric. Students are to submit topics to the professor in order to get it approved. I will assist you with sources, topics, and arguments. This course has been funded by an IMPART grant which has been used to purchase relevant primary sources specifically for this course. The sources are located in Norlin’s Special Collection. The class tour will help you get familiarized with Special Collections. The final paper should show creative research drawn from both primary and secondary sources as well as a cogent argument relevant to the field of Mediterranean Studies. Though guidelines are posted, each paper must contain at least 5 secondary sources (printed books from Norlin, and if using online material only university press books and J-stor articles will be accepted), and 3 primary sources, with at least one from Special Collections. Ashgate, Brill, Norton, and Routledge are acceptable too. Two paper drafts will precede the final paper (guidelines are posted on D2L as to what each draft should contain). The final papers are due Week 14 (no late or unprinted papers allowed) and should be 12 pp. in length (images do not count as text). The paper should be well written, and include standard notes and bibliography, following the Chicago Manual of Style. There are “suggested readings” at the end of the syllabus in case you want to explore topics not covered in the course but still relevant to Mediterranean studies. You are allowed to use online primary material. Also, primary sources are available on universities’ website. The best are: [http://www.fordham.edu/halsall/islam/islamsbook.html](http://www.fordham.edu/halsall/islam/islamsbook.html)
[http://www.library.cornell.edu/colldev/mideast/histmedv.htm](http://www.library.cornell.edu/colldev/mideast/histmedv.htm)
[http://www.hanover.history.edu](http://www.hanover.history.edu)

In order to enhance the level of our intellectual community, both students and instructor should be able to read each other’s material. To that end, the instructor too, will be working on an article during the course of the semester. I will periodically post the drafts of my paper on D2L so students can see that history writing is a continual process. Feel free to be critical!

**2 Paper drafts (10% each):** The drafts will enable you and me to assess your progress with the paper. No 2 pagers will be accepted, nor will papers without bibliography or primary source documents. I will not accept final papers for which I will not have seen paper drafts. These paper drafts need to be as complete as possible to make the paper workshop experience worthwhile. There are thorough guidelines posted on D2L about what is expected for each draft. These include persuasion paragraph, historical context paragraph, argument paragraph etc.

**2 Power point presentations (5% each):** This exercise is based on your research paper. You are to present the status of your research using a power point presentation. Do include about 3 slides (with at least one image). You should address your argument, historical problem, sources, and ask the class for assistance should you have difficulty with the material. It is a good moment for you to display your research and analytical skills while taking advantage of your peers as platform to articulate your thesis and historical problem. You should try to act as experts, practice you oratory skills, and public speaking as this exercise will train you for job interviews and other professional presentations.

**Participation/discussions 10%:** Active in-class participation will not only increase exponentially your grade, but also provide a more stimulating learning environment. Each week we will discuss the assigned primary and secondary sources posted on D2L. You should make every possible effort to come prepared to discuss the reading. You are welcome to raise any
comments and questions during lectures, discuss historical problems, and share your opinions with your classmates and myself. However, please do not raise your voice when not invited. In-class activities are team-based. Workshops are considered discussion activities. Students coming unprepared for the workshops will see their participation points lowered as a consequence.

**Attendance:** you are not getting points for attending class, but are expected to be in class at all times. Should you miss more than 6 (six) days of class, your grade will be dropped by one letter automatically. Should you accumulate 7 (seven) unexcused days of class, you will get an F for the course. No incomplete will be given to a student who has missed more than 7 times. If a student feels he/she will not be able to attend class, it is the student’s responsibility to withdraw after 7 absences in order to avoid an F. If you fail to attend for 7 class periods I will consider you withdrawn from the course and will ask you to refrain from attending the course since it will create a disturbance to both your peers and your own intellectual ability to follow the remainder of the course. Students with disabilities and athletes (no sports team) will be accommodated in the best possible way, though they too have to comply with the 7 absence policy. Please try to be courteous to the other students in the class and not disrupt their learning experience by leaving early. Those who will get out of the classroom before the session is over will receive an absence for that day. You will need to provide an official note for any absence to class. A routine doctor’s visit will not suffice. Police reports, jury duties, long-term physical care, or injury of immediate family member only (siblings, parents, and children) will be accepted. Religious holidays will be counted as excused absences. Students leaving early for break will not be accommodated.

**Tentative Course Schedule**

**Cluster I: Sacred people**

Week One (Jan 12-16) GEOGRAPHY & HISTORIOGRAPHY of the MED.

Week two (Jan 19-23) Library visit (Norlin 2nd floor)
Monday: No school Martin Luther King Day
Wed: Visit Special Collections (A through F)
Fri: Visit Special Collections (G through Z)

Week Three (Jan 26-30) MEDITERRANEAN SACRED FAITHS
Monday: **paper topics due**
Homework: Schlomo Goitein “Interfaith relations” 290-305 from Geniza Book; Fernand Braudel, *The Mediterranean*, “The Jewish destiny” vol. 2 pp. 539-567; Olivia Remie Constable “Merchants and cross-cultural commerce in the medieval Mediterranean world” in *History as*

Week four (Feb 2-6) THE CALIPHATE
Al-Ma‘mun in Constantinople and Cairo

Week five (Feb 0-13) CONVIVENCIA
Friday: first paper draft due

Cluster II: sacred places and things

Week six (Feb 16-20) THE CRUSADES
Friday: 1st oral presentation

Week Seven (Feb 23-27) THE CRUSADES
Saladin & Richard
Homework: Fulcher of Chartres, “The Latins in the East” (Chronicle, Bk III) [c.1100] A Christian Muslim debates in 12th c. Aleppo (Syria)
Geoffrey de Villehardouin [1160-1213]: Memoirs or Chronicle of The Fourth Crusade
Monday: 1st oral presentation (cont’d)
Wednesday: 1st oral presentation (cont’d)

Week Eight (Mar 2-6) SICILY
Friday: midterm

Week nine (Mar 9-13) Paper workshops
Week ten (16-20 March): RELICS & PILGRIMAGES: ALTERNAT. to SACRED WAR?

Week eleven (March 23-27) SPRING BREAK (No class)

Cluster III: sacred places and people

Week twelve (Mar 30 - Apr 3): FALL of CONSTANTINOPLE 1453
Friday: second paper due

Week thirteen (April 6-10): KINGS & SULTANS’ ENTERTAINMENT
Auto da fé + Ottoman festivities

Week fourteen (April 13-17): NORTH AFRICA
Moriscos + Leo Africanus
Friday: final paper due + clip “Cities of light: The rise and Fall of Islamic Spain”

Week Fifteen (April 20-24) 2nd oral presentations

Week Sixteen (April 27-May 1) UNHOLY WARRIORS: CORSAIRS
Barbarossa, Suleyman, corsair Ulu Alij, Battle of Lepanto 1571

**Final (20%): Wednesday May 6th @4:30-7PM (take-home exam to upload onto D2L drop box)**

**Mediterranean History: Special Collection Holdings for Céline Dauverd**

**Manuscripts:**

- **MS 352:** Legal documents relating to the sale of lands in Toledo, Spain. In Spanish, dated 28 December 1437. Three related notarial documents, sewn together. In this series of documents, Juan Martinez de Alcarez, accountant of the Bishop of Zamora, and his wife Juana Rodriguez sell some houses and their underlying property to Diego Sanches de Caceres, clerk, chaplain of the Chapel of King Sancho (now called ”Reyes Viejos”) of the Cathedral of Toledo. Parchment. Four bifolia. Relating to the sale of lands in Toledo, Spain. Spanish. [Plume].

- **MS 389OS:** Ferdinand and Isabella. 1492. Addressed to Don Juan de Ribera commander-in-chief of frontiers in Navarre regarding a complaint about work stoppage on a building Count Salin was constructing on boundary between Castille and Navarre.

- **MS 397:** Armenian Lectionary Leaf. C. 1671. [period under Ottoman & Persian control in Armenia].

- **Ege 33:** Psalter. Carthusian monks in Italy. Mid 15th c.

- **Hayes MS 64:** *De re Rustica*, Nicolas Jenson. Italy. 1st ed., 1572. Illuminated ‘H’.

- **Thom 21:** Law test, with commentary. Italy, 14th c. [palimpsest visible with ultraviolet light].

- **Thom 38:** World Chronicle with citations from Isodore, Bede, Justin, and Ms.H. [=Hagister Hugo, i.e. Hugh of St. Victor]. Italy (?). 14th c.

**Printed Books:**

**Art and Architecture:**


**Sciences and Natural History:**


**Humanist Literature and Language:**


Dante Aligieri. La Comedia di Dante Aligieri con la nova Espositione di Alessandro Vellvtello. 1544. PLUME PQ 4302 B43.


**Religion:**


[Koran]. *Alcorani textus universus ex correctioribus Arabum exemplaribus summa fide, atque pulcherrimis characteribus descriptus : eademque fide, ac pari diligentia ex Arabico isiomate in latinum translatus : appositis uniuque capitii notis, atque refutatione : his omnibus praemissus est Prodromus totum priorem tum implens ... / auctore Ludovico Marraccio.* Patavii : Ex typographia Seminarii, 1698 OS1 BP100 1698. v.2. [Koran. Latin and Arabic].

[Koran]. *Corán de Muley Zaydán : historia de un manuscrito árabe de la Real Biblioteca de El Escorial : estudio crítico / de José Manuel Ruiz Asencio.* Madrid : Testimonió, 1996. ["Facsimile of a manuscript taken as booty from the library of Mawlay Zaydân of Morroco; the manuscript was written in 1599 in the mosque of the al-Badi' Palace, Marrakech, during the reign of Mawlay Zaydân's father, the Sa'dt Sultan Abû-al-Abbâs Ahâmad al-Manûṣîr for his personal use "Original conservado en la Biblioteca del Real Monasterio de San Lorenzo de El Escorial."]. OS2 BP100.5 1996 v. 1,2.


Leo X. *Bulla Apostolica Contra.* [against Martin Luther]. PLUME BX873 1520 Jun. 15 1521.


**Society and Social Conditions:**

Blake, W.O. *The History of Slavery and the Slave Trade Ancient and Modern.* Columbus, Ohio: H. Miller, 1861. [Chapter VI “Christian Slavery in Northern Africa.”].

Castiglione, Baldassare. *The courtier of Count Baldessar Castilio : deuided into foure bookes : verie necessarie and profitable for yong gentlemen & gentlewomen abyding in court, palace, or place / done into English by Thomas Hobby.* PLUME BJ1604 C43 1577.

_____.* Il Cortegiano del Conte Baldessar Castiglione.* Venetia: Domenico Farri, 1568. CREIGHTON Castiglione.


_____.* La Nobilita delle Donne di m. Lodovico Deminchi.* Venetia: Ferrarit e Fratelli, 1551. CREIGHTON Domenichi.


**History, Geography and Travel:**
Colloqvia, et Dictionariolum Octo Lungvarvm, Latinae, Gallicae, Belgicae, Teutonicae, Hispanicae, Italicae, Anglicae, & Portugalliacae … Venetiis: [publisher, date, not visible, c. 1600]. PB73 B47.


Mercator, Gerard. Atlas. PLUME 07-3-1.

Heylyn, Peter. Cosmographie in Four Bookes Contayning the Chorographie & Historie of the Whole World, and all the Principall Kingomes; Provinces, Seas, and Isles Therof. London: Henry Seile, 1657. OS1 G114 H61 1657.

Pius II, Pope (1405-1464). Historia rerum ubique gestarum, cum locorum descriptione non finita Asia Minor incipit. Venetiis: Iohannes de colonia socius que eius Johannes Manthen de Gherretzen, 1477. PLUME CREIGHTON PIUS II.

Rycaut, Paul. The Present State of the Ottoman Empire. Containing the Maxims of the Turkish Politie, the most material points of the Mahometan Religion, their Sects and Hersies, their Convents, and Religious Votaries. Their Military Disciple, with an exact Computation of their Forces by Land and Sea … London: John Starkey and Henry Brome, 1668. OS1 DR534 R93.


Government and Law:


Recopilacion de Leyes de los Reynos de las Indias. Madrid: 1681. TALAMO 45 OS.


[Siete Partidas]. Las Siete Partidas de Sabio Rey Don Alonso el IX … Madrid 1829. KKT274 S5 1829 t.1.

New books recently purchased under Céline Dauverd’s New Faculty Fund and IMPART

Ceva Grimaldi (1850)

Collenuccio (1541)

Costo (1613)

Paolo Giovio (1561)
Raccolta …dell’istorie di Napoli (1678)

N. Acominato (1562)

Sarnelli (1697)

Camillo Tutini (1644)

Pietro Di Stefano (1560)

Suggested start-up readings for paper writing:

The Geography/environment:
Claudius Ptolemy (c.127-148 CE) “The Geography”
Strabo, Geography [64-21 B.C.E.]
Abraham Cresques, Catalan Atlas [1375]
David Abulafia, The Mediterranean in History (Getty, 2006), intro & ch. 1
Fernand Braudel, “The role of the environment” in The Mediterranean, pp. 25-85

Urbanism and architecture:
Fernand Braudel, “Urban functions” and “Towns” pp. 312-352
Leon Battista Alberti’s 10 books of architecture
Sinan, architect of Suleyman

Court Culture:
Social History of Istanbul, “The Palace and the Populace” pp.28-71
David Abulafia, The Great Sea, “Would be Roman emperors” pp. 373-91

Entertainment:
Social history of Istanbul, “The Hamam” pp. 249-70
Port cities and City Life:
Ruy González de Clavijo’s (1412)

Trade:
Olivia Remie Constable, Housing the Stranger in the Mediterranean World: Lodging, Trade, and Travel in Late Antiquity and the Middle Ages, (Cambridge, 2003) ch. 4 “Colonies before colonialism: western Christian trade & the evolution of the fondaco” pp. 107-157
Pope Innocent III, License to Venice to Trade with the Saracens [1198]

Gender:
Giovanni Boccaccio, De Mulieribus Claris (On Famous Women) (Harvard, 2001), pp. 14-34
Margaret Rosenthal, “Satirizing the Courtesan” in The Honest Courtesan (University of Chicago, 1993), 11-57 (Veronica di Franco’s writing, Venice 1560s)

Religious confrontation:
Social History of Istanbul, “Conquest” pp. 6-27
Bernard Lewis Cultures in conflict: Christians, Muslims, and Jews in the Age of Discovery, Ch 2 “expulsion” pp. 29-53
David Nirenberg, Communities of Violence (Princeton, 1996)
Thomas Glick, Islamic and Christian Spain (Princeton, 1979)

Religious minorities:
Paintings: “Gypsy Madonna” by Titian (1510); Gypsy fortune teller” by Caravaggio and “Gypsy Girl” by Boccaccino (1505)

Travels:
Ghislain de Busbecq, “The Turkish letters of Ogier” [1555]
*Ibn Battuta’s Travels to north Africa* [1325-1354] Ross Dunn ed. (first part in Black Africa)
*The Travels of Sir John Mandeville* (Penguin Ed.), pp. 11-100

Class:
Ibn Iyas [1448-1524], *the Journal of a bourgeois from Cairo: the Chronicle of Ibn Iyas*
Tommaso Campanella, Excerpts from *The City of the Sun* [1626]

**CU Policies:**

*Classroom Behavior Policy:* Students and faculty each have responsibility for maintaining appropriate learning environments. Students who fail to adhere to such behavioral standards may be subject to discipline. Faculty has the professional responsibility to treat all students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which they and their students express opinions. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender variance, and nationalities. See polices at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code).

*Disabilities:* If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities (303-492-8671, Willard 322, [http://www.colorado.edu/disabilityservices](http://www.colorado.edu/disabilityservices)). If you have a temporary medical condition or injury, see guidelines at [http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html](http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html).

*Honor Code:* All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may
include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and http://www.colorado.edu/academics/honorcode/

**Observance of Religious Holidays and Absences from Classes or Examinations:** Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled examinations, assignments, or required attendance. In this class, I will make every effort to accommodate all students who have such conflicts with scheduled examinations, assignments, or attending class, provided students notify me well in advance of the scheduled conflict. In this class, students should notify me by the first week of class of their religious conflicts with exams and assignments. See full details at http://www.colorado.edu/policies/fac_relig.html
My policy: Students should not expect the instructor to provide make ups on week-ends, evenings, nor holidays.

**Discrimination and Sexual Harassment:** The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises to create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combinations of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination based upon race, color, national origin, sex, age, disability, creed, religion, or sexual orientation, should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals who believe they have been sexually harassed can be obtained at: http://www.colorado.edu/odh/