

Rutgers University—Newark  
Federated Department of History  
Fall Semester 2020  
Class Time: MW 10:00-11:20 a.m.

Prof. Mayte Green-Mercado  
mayte.green@rutgers.edu  
Virtual Office Hours: MW 12:00-1:00pm  
or by appointment

## HIST 405

*al-Andalus: Muslims, Christians, and Jews in Medieval Iberia*



A Christian and a Muslim play chess.  
Spanish manuscript. Alfonso X, *Libro de los juegos* (1283)

### **COURSE DESCRIPTION:**

This course explores the history of Muslim presence in the Iberian Peninsula from the Islamic conquest in 711 to the expulsion of the last Iberian Muslims, the Moriscos, in 1609. The land of the three Abrahamic religions, al-Andalus, as the Iberian Peninsula was known to Arabic speakers, offers an ideal laboratory to examine the entangled relations of Muslims, Jews, and Christians in the Middle Ages, and to test contentious constructs such as identity, *convivencia* (coexistence), conflict, violence, or tolerance. We will read chronicles and other historical sources, literary texts, art, and architecture, to examine historically the dynamics of a medieval multicultural society.

### **COURSE OBJECTIVES:**

Upon successful completion of this course, students will be able to:

1. name and identify individuals, events, themes, and issues of major importance in the history of Islamic civilization in Spain,
2. recognize the importance of cause and effect in history, and discuss the significance of change and continuity over time,
3. develop an understanding toward the use of historical evidence by historians and display some familiarity toward different types of evidence,
4. critically analyze historical evidence and articulate a synthesis with a thesis,
5. think critically about questions of identity, multiculturalism, conflict and coexistence.

## REQUIRED TEXTS

All the readings for this course are available online, either through the library website, or posted on Canvas.

- Maribel Fierro (ed.), *The Routledge Handbook of Muslim Iberia* (Abingdon: Routledge, 2020)
- Brian Catlos, *Kingdoms of Faith. A New History of Islamic Spain* (London: C. Hurts & Co. Ltd., 2018).
- Primary Sources on Canvas

## GRADING AND ASSIGNMENTS

### **Preliminaries (Rules and Expectations):**

Because this course is being conducted entirely online, all students must be able to use an internet-connected computer to access the course information system (CANVAS).

There will be a combination of synchronous and asynchronous learning in this course. All synchronous and asynchronous sessions will be clearly marked on this syllabus next to the date.

\*\* For synchronous classes, students must have access to a camera and microphone, and **they must keep their cameras on for the duration of the class, with the mics muted**. If you are unable to have your camera on, please consult with the Professor.

\*\*\* I understand that these are challenging times, and that there may be people present in the same room while you attend class. Family members and pets are welcome on the screen! \*\*\*

**Students are responsible for completing all the assigned readings and watch, watch lectures, and view any supplementary materials included in each module.**

**Plagiarism and Academic Dishonesty:** *As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>*

**Students are required to view the Plagiarism video on Canvas and take the quiz by no later than Wednesday September 9, 2020.** The video is available in the Modules section of the Canvas site for this course.

### **Assignments:**

- There will be a series of short videos and quizzes in the module section of Canvas that you will have to complete **before** submitting paper 1 [Types of Sources; Why Citations

Matter; Turabian Citations; Academic Integrity] Each quiz will count for half a credit point, and it will be added to your total grade for the first paper.

- Students will write **ONE paper** (500 words, 2 pages). The essay prompt will be posted on Canvas on Sept. 30, and the essay is due on **Monday, Oct. 12 by 11:20 a.m.** No late or email submissions will be accepted.
- Students will work in groups to **discuss and annotate primary sources** (total of 12 sets of sources). Please confirm with the syllabus that you are, in fact, analyzing a primary source! Students will be divided into groups and will work together throughout the semester. For the source annotations, students will use the digital tool on Canvas called **Hypothesis**. For each class session that includes a primary source, 2 students in the group will annotate the text, and 2 students will respond to their group mates' commentary BEFORE the class. By the end of the course, each member of the group will have annotated 6 set of texts, and responded to their peers 6 times, for a total participation grade of 12 times. Students will use these annotations during the discussion of the texts during the synchronous classes.
- There will be **ONE exam** (midterm) in essay form. The prompt will be uploaded to canvas on Wednesday, Oct. 21, and essays will be uploaded to Canvas and due on **Wednesday, Oct. 28 by 11:20 a.m.** No late or email submissions will be accepted under any circumstances.
- For their final project, students will create a **research poster** on a subject that they are interested in. A list of suggested topics will be posted on canvas, or students can choose a topic in consultation with the instructor. Students will submit an annotated bibliography for their research projects. Students can use the digital tools [Piktochart](#) or [Canva](#) for creating the posters. Instructions on what elements a research poster should include will be available on canvas. Final projects are due on **December 21 by 2:45 p.m.**

### **Grading:**

Primary Source Annotation (12 sets)	24%
Participation	6%
Paper 1	10%
Online training quizzes	2%
Midterm	30%
Final Project	20%
Annotated Bibliography	8%

### **RESOURCES, SUPPORT, AND ASSISTANCE:**

#### **Technology Resources for Students**

<https://coronavirus.rutgers.edu/technology-resources-for-students/>

**Counseling Center:** The Rutgers-Newark Counseling Center provides a number of counseling and consultative services to enrolled and eligible undergraduate and

graduate students. For students, if you are seeking individual or group therapy, you can expect to find a safe, supportive space to collaboratively identify and begin to change the thoughts, behaviors, and beliefs that prevent you from being your best self. <http://counseling.newark.rutgers.edu>

**Disabilities:** Rutgers welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form: <https://webapps.rutgers.edu/student-ods/forms/registration>.

**Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.

**Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

**Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://tinyurl.com/RUNReportingForm). To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu).

**Food:** PantryRUN, the campus food pantry, helps students who have difficulty affording enough healthy food to remain focused on their studies and stay healthy. You can find hours and information here: <https://myrun.newark.rutgers.edu/pantryrun>.

**Writing:** The Rutgers University-Newark Writing Center provides tutoring for students who want to strengthen their reading, writing, and research skills and offers individual sessions and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers University-Newark campus. More details here: <https://sas.n.rutgers.edu/student-support/tutoring-academic-support/writing-center>.

**INTELLECTUAL PROPERTY RIGHTS STATEMENT:**

“Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university’s [Academic Integrity Policy](#).

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students’ right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.”

#### **SCHEDULE OF CLASSES:**

##### **Week 1      Geography, Concepts, and Context**

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W, Sept. 2      **(Synchronous class)**  
Iberia/Hispania/España/al-Andalus/Sefarad: Introduction and Organization

##### **Week 2      Visions of al-Andalus**

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M, Sept. 7      NO CLASS-Labor Day

W, Sept. 9      **(Synchronous class)**  
**Primary Source:**  
Mahmoud Darwish, "Eleven Stars Over Andalusia," *Grand Street* 48, Oblivion (Winter, 1994): 100-111. **(ANNOTATE THIS SOURCE)**  
  
Edward Said, "Andalusia’s Journey," *Travel and Leisure*, May 15, 2009 [online edition]

José María Aznar (former prime minister of Spain, speaking at Georgetown University in 2004). Watch from second 40. (link on Canvas)

### **Week 3 Visigothic Hispania**

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M, Sept. 14 **(Asynchronous)**

**Secondary Sources:**

Hugh Kennedy, *Muslim Spain and Portugal* (Abingdon: Routledge, 1996), 1-3.

Iñaki Martín Viso, "The Iberian Peninsula Before the Muslim Conquest," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 8-17.

W, Sept. 16 **(Synchronous)**

**Primary Sources:**

"Lives of the Holy Father of Mérida (ca. 630)," Visigothic Conversion to Catholicism; "Visigoth Legislation Concerning the Jews," in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 5-23.

### **Week 4 From the Conquest to the Emirate**

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M, Sept. 21 **(Asynchronous)**

**Secondary Source:**

Jesús Lorenzo Jiménez, "The Conquerors and the Formation of al-Andalus," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 18-36.

W, Sept. 23 **(Synchronous)**

**Primary Sources:**

"Prophecy of the Fall of Spain;" "The Invasion of Spain: Another View (711)," in *Christians and Moors in Spain*, ed. Colin Smith, vol. 1 (Warminster: Aris & Philips Ltd, 1988), 8-9; 14-17.

"Chronicle of 754;" Ibn 'Abd al-Hakam, "Narrative of the Conquest of al-Andalus;" in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 33-40.

### **Week 5 Rulers and Ruled**

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M, Sept. 28 **(Asynchronous)**

**Secondary Sources:**

Jessica A. Coope, "Arabs, Berbers, and Local Converts," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 189-207.

David J. Wasserstein, "Christians, Jews, and the Dhimma Status," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 207-227.

W, Sept. 30     **(Synchronous)**  
**Primary Sources:**  
Paul Alvarus, "Description of Christian Youth," in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 61-62.

"The Christians in Cordova (early 10<sup>th</sup> century), in *Christians and Moors in Spain*, ed. Charles Melville and Ahmad Ubaydli, vol. III, (Warminster, Wiltshire: Aris and Phillips Ltd., 1992), 39-43.

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**Week 6     The Umayyad Caliphate of al-Andalus**

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M, Oct 5     **(Asynchronous)**  
**Secondary Source:**  
Xavier Ballestín, "Centralization and Consolidation. The Cordoban Umayyads and the Amirids," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 36-63.

W, Oct 7     **(Synchronous)**  
**Primary Sources:**  
"Niceties of diplomacy (953-56) in Christians and Moors in Spain, ed. Colin Smith, vol. I, (Warminster: Aris and Phillips Ltd., 1988), 62-75.

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**Week 7     Court Culture in al-Andalus. The Party Kings (Ta'ifa)**

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M, Oct 12     **(Asynchronous)**  
**PAPER 1 DUE**  
**Secondary Source:**  
Alejandro García-Sanjuán, "Replication and Fragmentation. The Taifa Kingdoms," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 65-87.

W, Oct 14     **(Synchronous)**  
**Primary Sources:**  
**Poetry**  
Ibn Arfa' Ra'suh, in *Hispano-Arabic Poetry*, ed. James T. Monroe (Piscataway, N.J.: Gorgias Press, 2004), 224-227.  
  
Al-A'mā al-Tuṭīlī, in *Hispano-Arabic Poetry*, ed. James T. Monroe (Piscataway, N.J.: Gorgias Press, 2004), 248-250.

Abdullah al-Udhari (ed.), *Classical Poems by Arab Women. A Bilingual Anthology* (London: Saqi Books, 1999), 164-66; 168-74; 184-198; 200-202; 206.

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**Week 8**      **"Reconquista:" Christian Conquest of al-Andalus**

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M, Oct. 19      **(Asynchronous)**  
**Secondary Source:**  
Brian Catlos, *Kingdoms of Faith. A New History of Islamic Spain* (London: C. Hurts & Co. Ltd., 2018), 221-234.

W, Oct. 21      **(Synchronous)**  
**Primary Sources:**  
'Abd Allah ibn Buluggīn, *Tibyān* (1095), "The Political Dilemma of a Granadan Ruler," in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 142-146.

"Exile of the Cid and His Capture of Valencia (1089-1094) (*Song of the Cid*), in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 147-153.

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**Week 9**      **Amazigh Empires: The Almoravids**

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M, Oct. 26      **(Asynchronous)**  
**Secondary Sources:**  
Camilo Gomez-Rivas, "Berber Rule and Abbasid Legitimacy: The Almoravids," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 88-113.

W, Oct. 28      **MIDTERM DUE**

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**Week 10**      **A Caliphate in the West: The Almohads**

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M, Nov 2      **(Asynchronous)**  
**Secondary Source:**  
Pascal Buresi, "Berber Rule and the Maghribi Caliphate: The Almohads," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 113-144.

W, Nov 4      **(Synchronous)**  
**Primary Sources:**



"Ibn Tumart and the Rise of the Almohads;"  
"The Doctrine of Divine Unity. The Almohad Creed," in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 239-251.

## **Week 11      Synthesis and Creativity**

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M, Nov 9

### **(Synchronous)**

*Mysticism*

Secondary Sources:

José Bellver, "Ascetics and Sufis," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 318-343.

### **Primary Sources:**

"The Life of an Andalusí Mystic, Ibn al-'Arabī," in *Medieval Iberia*.

"Shushtari," in *Hispano-Arabic Poetry*. "Ibn 'Arabī," in *Hispano-Arabic Poetry*.

"Bahya ibn Paquda," in *The Dream of the Poem*, trans. and ed. Peter Cole (Princeton: Princeton University Press, 2007).

W, Nov 11

### **(Asynchronous)**

*Transmission of Knowledge*

Sarah Stroumsa, "Philosophy," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020): 425-437.

Brian Catlos, *Kingdoms of Faith. A New History of Islamic Spain* (London: C. Hurts & Co. Ltd., 2018), 285-297.

**\*\*Film:** Youssef Chahine (dir.), *Destiny* (1997).

## **Week 12      The Last Muslim Stronghold in Iberia: Nasrid Granada**

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M, Nov 16

### **(Synchronous)**

#### **Secondary Source:**

Francisco Vidal-Castro, "Resistance and Adaptation. The Nasrids," in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 145-170.

Lecture by Prof. Mohamad Ballan (History, SUNY Stony Brook)

W, Nov 18

### **Primary Sources:**

Poetry of Ibn al-Khaṭīb and Ibn Zamrak, in *Hispano-Arabic Poetry*, edited by James T. Monroe (Piscataway, NJ: Gorgias Press, 2004), 338-65.

Inscriptions and paintings Hall of the Kings, Alhambra Palace

**Week 13 Muslims and Jews Under Christian Rule**

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M, Nov 23 **(Asynchronous)**

**Secondary Source:**

Brian Catlos, *Kingdoms of Faith. A New History of Islamic Spain* (London: C. Hurts & Co. Ltd., 2018), 317-332.

W, Nov 25 **NO CLASS-Thanksgiving Break**

**Week 14 Jews, Muslims, and the “End of Convivencia”**

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M, Nov 30 **(Asynchronous)**

Mayte Green-Mercado, “The Forced Conversions and the Moriscos,” in *The Routledge Handbook of Muslim Iberia*, ed. Maribel Fierro (Abingdon: Routledge, 2020), 552-571.

W, Dec 2 **(Synchronous)**

**Primary Sources:**

“Charter of Expulsion of the Jews;”

“Expulsion of Muslims from Castile and Leon,” in *Medieval Iberia: Reading from Christian, Muslim, and Jewish Sources*, edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012), 508-516; 535-539.

**Week 15 The End of Spanish Islam: The Moriscos**

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M, Dec 7 **(Synchronous)**

**Primary Sources:**

Francisco Núñez Muley, *A Memorandum for the President of the Royal Audiencia and Chancery of the City and Kingdom of Granada*, ed. Vincent Barletta (Chicago: The University of Chicago Press, 2007) (Excerpts)

(1635): Expulsion of the Moriscos, Muhammad ibn ‘Abd al-Rafi‘, “Al-Anwar al-Nabawiyah fi Aba’ Khayr al-Bariyah,” in Nabil Matar, *Europe Through Arab Eyes, 1578-1727*, 194-200.

W, Dec 9 **(Synchronous)**

Alejandro García Sanjuán, “Weaponizing Historical Knowledge: The Notion of Reconquista in Spanish Nationalism,” *Imago Temporis. Medium Aevum* 14 (2020): 133-62.

S.J. Pearce, "The Myth of the Myth of the Andalusian Paradise. The Extreme Right and the American Revision of the History and Historiography of Medieval Spain," in *The Extreme Right and the Revision of the History*, ed. Louie Valencia-García (New York: Routledge, forthcoming 2020), 29-67.

Dec. 21      **Final Projects Due by 2:45 p.m.**