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
Most 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)
• Nina Caputo and Liz Clarke, *Debating Truth. The Barcelona Disputation of 1263. A Graphic History* (Oxford: Oxford University Press, 2017) *(Students must purchase this book and bring it to class on the day of the discussion)*
• Primary Sources on Canvas

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/

Assignments:

• Students will write ONE paper (500 words, 2 pages). The essay prompt will be posted on Canvas one week in advance. **No email submissions will be accepted.**

• Students will produce a final project, that they will present to the class on the last week of the semester. Each presentation will be no more than 10 minutes long. For the final projects, students will collectively create a timeline of the history of al-Andalus using the digital tool **Timeline JS.** Students will choose a biography in consultation with the Professor.

• There will be TWO exams (midterm and final).

• Participation in these discussions will count towards your final grade.

Grading:
Participation 20%
Paper 1 10%
Digital Project 20%
Midterm 25%
Final Exam 25%

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>B+</td>
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<td>B</td>
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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.

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.

To submit an incident report: 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.

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://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center](https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center).

**Important safety information:**
In order to protect the health and well-being of all members of the Rutgers-Newark community, **masks must be worn by all persons inside campus buildings when in the presence of others**, and in buildings in non-private enclosed settings (e.g., common workspaces, workstations, meeting rooms, classrooms, etc.). **Masks should securely cover the nose and mouth.** Masks must be worn during class meetings. Each day before you arrive on campus or leave your residence hall, you must complete the brief survey on the My Campus Pass symptom checker self-screening app found at: [myRutgers Portal](https://my.rutgers.edu).

**This syllabus is subject to change**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Geography, Concepts, and Context</th>
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<tbody>
<tr>
<td>W 1/19</td>
<td><em>(Synchronous class)</em></td>
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<tr>
<td></td>
<td>Iberia/Hispania/Españo/a-al-Andalus/Sefarad: Introduction and Organization</td>
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<tr>
<th>Week 2</th>
<th>Visions of al-Andalus</th>
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<tr>
<td></td>
<td>José María Aznar (former prime minister of Spain, speaking at Georgetown University in 2004). Watch from second 40. (link on Canvas)</td>
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<tr>
<th>Week 3</th>
<th>Visigothic Hispania</th>
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<tr>
<td>M 1/31</td>
<td><strong>Secondary Sources:</strong></td>
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| W 2/2  | **Primary Sources:** |

Week 4  From the Conquest to the Emirate

**SECONDARY SOURCE:**

**PRIMARY SOURCES:**


Week 5  Rulers and Ruled

**SECONDARY SOURCES:**


**PRIMARY SOURCES:**
Paul Alvarus, “Description of Christian Youth,” in Medieval Iberia), 61-62.


Week 6  The Umayyad Caliphate of al-Andalus

**SECONDARY SOURCE:**

W 2/23
Primary Sources:

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

M 2/28

Secondary Source:

Primary Sources:


W 3/2  MIDTERM EXAM

Week 8  “Reconquista:” Christian Conquest of al-Andalus

M 3/7

Secondary Source:

W 3/9


Week 9

M 3/14  SPRING BREAK

W 3/16  SPRING BREAK

WEEK 10  Amazigh Empires: Almoravids and Almohads
M 3/21  
**Secondary Sources:**

W 3/23  
**Secondary Source:**

**Primary Sources:**
“Ibn Tumart and the Rise of the Almohads;”

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**WEEK 11**  
**Synthesis and Creativity**

M 3/28  
**Mysticism**

**Secondary Sources:**

**Primary Sources:**
“The Life of an Andalusi Mystic, Ibn al-ʿArabī,” in *Medieval Iberia*.


W 3/30  
**Transmission of Knowledge**

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

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**WEEK 12**  
**The Last Muslim Stronghold in Iberia: Nasrid Granada**

M 4/4  
**Secondary Source:**

W 4/6

**WEEK 13**  
**Jews Under Christian Rule**

**M 4/11**  
**Secondary Source:**  

**W 4/13**  
**Film:**  

**WEEK 14**  
**Jews, Muslims, and the “End of Convivencia**

**M 4/18**  
**Expulsion of Jews and Muslims**

**Primary Sources:**
“Charter of Expulsion of the Jews;”

**W 4/20**  
**The End of Spanish Islam: The Moriscos**

**Primary Source:**

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

**M 4/25**  
**Expulsion of the Moriscos**

**Primary Sources**

**W 4/27**  
**PRESENTATIONS**

**WEEK 16**  
**Presentations**

**M 5/2**  
**PRESENTATIONS**

**W 5/4**  
**READING DAY**

**Week 17**  
**Final Exam**

**M 5/9**  
**Final Exam (3:00-6:00 p.m.)**