

# Between tolerance and conflict. Jews, Christians and Muslims in the Iberian Peninsula (from the 8<sup>th</sup> to the 17<sup>th</sup> century)

Universitat Pompeu Fabra International Campus. Study Abroad Program. Hispanic and European Studies Program.



# The course

This course will examine the history of Medieval Iberia from the perspective of a society characterized by an unprecedented interaction between the Mediterranean's three civilizations (Muslim, Christian and Jewish). Specifically the course will debate the historical paradigms (e.g. *convivencia*, tolerance vs. intolerance) frequently used to depict the cultural diversity of Iberian Peninsula's medieval experience. As well as providing a general introduction to the cultural parameters of Medieval Iberia's three civilizations, the course will highlight these societies' modes of interaction and mutual influence. Special attention will be paid to the ways in which contemporary concerns have shaped historians' depictions of Medieval Iberian societies and the dynamics of cross-faith interaction. Throughout the course the importance of local specificity (for example, the differing social and political circumstances in the Crown of Castile and the Crown of Aragon) will be emphasized in understanding the possibilities of cultural interaction.

## Learning objectives

1) With this course the student will be able to analyze the historical stages of the three civilizations and religions before, during and after the Middle Ages. 2) Students must be able to trace, relate and compare the times of *convivencia* with today's issues and problems. 3) Students will need to acquire and apply a number of academic tools at the university level: book reports, citation systems, writing of outlines, oral presentations... 4) Students will acquire an understanding of others and respect for different civilizations and religions.

## Instructional Format

This course provides the student a first hand experience with a historical time period that clearly marked the histories and societies of the Iberian Peninsula. Class sessions, together with readings, in-class activities, discussions, student presentations, field trips, watching documentaries, and picture viewing, are the pedagogical tools used in this class to present the material. With this course, students will develop a plural and objective view of this time period. Classroom behavior

1) Students must be punctual. Please arrive in class on time and don't leave early without prior notification. Students will not be admitted to class ten minutes after the class has started. 2) Attendance is mandatory. 3) Students must attend classes dressed in an appropriate manner (no swimming trunks allowed or baseball caps on during classes). 4) Cell phones should be switched off during classes. 5) Eating and drinking anything but water is prohibited. 6) Students must not leave and re-enter the class during lectures. If a student needs to leave the class he/she should do so with the teacher's consent. 7) Students must show respect to faculty and fellow students. Any form of verbal abuse will be sanctioned. 8) Students' participation in class should be relevant to the class

content and should not be disruptive. Lack of attention or an apathetic attitude will not be tolerated. 9) Students must be fully prepared for each class session, ensuring that they have worked on the assigned readings and homework. Students should also bring all the necessary materials they need in class.

## Absence Policy

If a student misses more than four classes they automatically fail the course. Medical reasons or family emergencies, accidents... count as excused absences when accompanied by proper documentation.

## Requirements

- 1) Participation (20%). As already explained students' participation in class should be relevant to the class content and should not be disruptive. All students are enthusiastically encouraged to take part in class discussions and not be afraid to express their opinions and ask questions as this is a valuable part of the learning experience.
- 2) Student's homework assignment and quizz (20%). There are homework assignments are texts and other course resources to be studied for every session of the course. The homework assignments are included in the Companion of the course. The reading of a part of these mandatory and will be tested.
- 3) Oral presentation and written outline (20%). An analysis of one of the sessions' readings has to be presented orally to the class. The readings to be presented are proposed by the professor. Every student has to present one reading. The presentations may be done in group if there are more students in class than readings proposed.
- 4) Midterm exam (20%), about the issues treated in the lessons, homework assignment and the oral presentations.
- 5) Final exam (20%), about the issues treated in the lessons, homework assignment and the oral presentations.

## The professor

Students may consult with me during office hours, or by scheduling an appointment, and are welcome to meet with me whenever the need arises. Questions can be directed to me in person, via e-mail and through my office telephone.

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Víctor Farías Zurita was born in November 1961 in Santiago de Chile and grew up in the German Federal Republic. He studied medieval and modern History and German literature in universities of Berlin and Barcelona. He graduated at the Universitat de Barcelona. He got a grant at the University of Hagen (German



Federal Republic). He got his PHD in History in 1999 at the Institut Universitari d'Història Jaume Vicens i Vives of the Universitat Pompeu Fabra with a thesis entitled *Poblamiento y sociedad en el noreste catalán. Siglos XI-XIII*. He has taught at the Faculty of Humanities of the Universitat Pompeu Fabra since 1995 and at

the Institut Universitari d'Història Jaume Vicens i Vives. He has collaborated with several universities and academic institutions of Spain, the United States, France, Chile and Germany, as a teacher and researcher. He has participated in several Spanish and European research projects. He has taught in the *Hispanic and European Studies Program* of the *Study Abroad Program* of the Universitat Pompeu Fabra since 2004. Main areas of research: 1) Mediterranean settlement patterns. 2) Small scale urbanization: small towns in medieval Catalonia. 3) Working with medieval sources: the notaries of medieval Catalonia. 4) The history of the medieval Church. 5) Medieval cultures and morals: the case of sex. 6) *Convivencia* of Christians, Jews and Muslims in medieval and modern Iberia. 7) The other and otherness: an issue for cultural history.

# The sessions

*Yea, one should love an Arab girl / Even if she's not beautiful or pure. / But stay far away from a Spanish girl / Even if she's radiant as the sun! / A Spanish girl has got no charm, even / if she puts on silk or wears the finest brocade. / Her clothes are filled with crap and crud, / her hems are blotted with her uncleanness. / Her harlotry is not taken to heart; / she is so ignorant, of intercourse she knows nothing. / But every Arab girl has charm and beauty / which capture the heart and alleviate frustration. / She looks as lovely as if dressed in golden embroidery, / nevertheless she is naked. And at the right moment she pleases; / She knows all about fornication and is adept at lechery.*

Todros ben Judah Halevi Abulafia, *Gan Hameshalim ve-hahidoth*. ed. David Yellin, Jerusalem 1932-1936 (translation Ross Braun, *The Compunctious Poet*, Baltimore 1991, 145); quoted in Jonathan Ray, *Sephardic Frontier. The Reconquista and the Jewish Community in Medieval Iberia*, Ithaca / London: Cornell University Press, 2006, 171-172

Session 1  
Presenting the course

Session 2  
*Convivencia*. About living together and other basic concepts

Session 3  
Julian, count of Ceuta. The Muslim conquest of Iberia

Student's homework assignment. Companion readings for session 3

Student's oral presentation. Janina M. Safran, "Identity and Differentiation in Ninth-Century al-Andalus", *Speculum*, 76 (2001), 573-598

Session 4  
Said al-Andalusi, an historian of Toledo. Arabic learning about the other

Assignment. Companion readings for session 4

Student's oral presentation. Aziz Al-Azmeh, "Barbarians in Arab Eyes", *Past and Present*, 134 (1992), 3-18

Session 5  
Abd al-Rahman III, an Umayyad ruler in al-Andalus. The caliphs of Córdoba

Assignment. Companion readings for session 5

Student's oral presentation. Nada Mourtada-Sabbah / Adrian Gully, "'I Am, by God, Fit for High Positions': On the Political Role of Women in al-Andalus", *British Journal of Middle Eastern Studies*, 30 (2003), 183-209

## Session 6

### Ibn Hazm, a Muslim polemist. Islam and Islamization in al-Andalus

Student's homework assignment. Companion readings for session 6

Student's oral presentation. Hava Lazarus-Yafeh, "Some Neglected Aspects of Medieval Muslim Polemics against Christianity", *The Harvard Theological Review*, 89 (1996), 61-84

## Session 7

### Solomon ibn Gabirol, a poet of wine and love. Arabization of Jews and Christians in al-Andalus

Student's homework assignment. Companion readings for session 7

Student's oral presentation. Norman Roth, "Deal Gently with the young man. Love of Boys in Medieval Hebrew Poetry of Spain", *Speculum*, 57 (1982), 20-51

## Session 8

### Samuel ibn Naghrela, a Jewish vizier. Jews in al-Andalus

Student's homework assignment. Companion readings for session 8

Student's oral presentation. Stephen Sharot, "Minority Situation and Religious Acculturation: A Comparative Analysis of Jewish Communities", *Comparative Studies in Society and History*, 16 (1974), 329-354

## Session 9

### Eulogius, a Christian martyr of Córdoba. Christians in al-Andalus

Student's homework assignment. Companion readings for session 9

**Student's oral presentation.** Eleanor A. Doumato, "Hearing Other Voices: Christian Women and the Coming of Islam", *International Journal of Middle East Studies*, 23 (1991), 177-199

## Session 10

**Averroes, an Aristotelian in al-Andalus. Discovering the *sciences of the Ancient***

**Student's homework assignment.** Companion readings for session 10

**Student's oral presentation.** Helen Lemay, "The Stars and Human Sexuality: Some Medieval Scientific Views", *Isis*, 71 (1980), 127-137

## Session 11

**Ibn Tumart, a Berber *mahdi*. Almoravids and Almohads in al-Andalus**

**Student's homework assignment.** Companion readings for session 11

**Student's oral presentation.** Elena Lourie, "A Society Organized for War: Medieval Spain", *Past and Present*, 35 (1966), 54-76

## Session 12

**Field visit**

***Barchino*: the Roman and Early Medieval origins of Barcelona**

## Session 13

**Midterm exam**

## Session 14

**James I, king and conqueror of València. Struggling in the name of the Cross**

**Student's homework assignment.** Companion readings for session 14

**Student's oral presentation.** James F. Powers, "Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain", *The American Historical Review*, 84/3 (1979), 649-667

## Session 15

**Mariem, a *mora* of Alasquer. Muslims under Christian rule**

**Student's homework assignment.** Companion readings for session 15

**Student's oral presentation.** Robert Ignatius Burns, "Journey from Islam: Incipient Cultural Transition in the Conquered Kingdom of Valencia (1240-1280)", *Speculum*, 35 (1960), 337-356

## Session 16

**Jucef Avanaio, the king's lion healer. Jews in Christian Iberia**

**Student's homework assignment.** Companion readings for session 16

**Student's oral presentation.** David Nirenberg, "Conversion, Sex, and Segregation: Jews and Christians in Medieval Spain", *The American Historical Review*, 107 (2002), 1065-1093

## Session 17

**A master of *good coitus*. Discovering the *sciences of the Ancient***

**Student's homework assignment.** Companion readings for session 17

**Student's oral presentation.** Luis Garcia-Ballester / Lola Ferre / Eduard Feliu, "Jewish Appreciation of Fourteenth-Century Scholastic Medicine", *Osiris*, 6 (1990), 85-117

## Session 18

**Alfonso X of Castile, king and lawmaker. Defining boundaries in Christian Iberia**

Student's homework assignment. Companion readings for session 18

Student's oral presentation. Robert Chazan, "From Friar Paul to Friar Raymond: The Development of Innovative Missionizing Argumentation", *The Harvard Theological Review*, 76 (1983), 289-306

## Session 19

Ferran Martínez, archdeacon of Seville. An humiliating and persecuting order in Christian Iberia

Student's homework assignment. Companion readings for session 19

Student's oral presentation. John M. McCulloh, "Jewish Ritual Murder: William of Norwich, Thomas of Monmouth, and the Early Dissemination of the Myth", *Speculum*, 72 (1997), 698-740

## Session 20

Inés Lopez, a *converso* of Ciudad Real. *Conversos* and *judaizantes* in Christian Iberia

Student's homework assignment. Companion readings for session 21

Student's oral presentation. Jerome Friedman, "Jewish Conversion, the Spanish Pure Blood Laws and Reformation: A Revisionist View of Racial and Religious Antisemitism", *Sixteenth Century Journal*, 18 (1987), 3-30

## Session 21

Don Isaac Abrabanel, a *better* Jew from Lisbon. The expulsion of the Jews

Student's homework assignment. Companion readings for session 21

Student's oral presentation. Henry Kamen, "The Mediterranean and the Expulsion of Spanish Jews in 1492", *Past and Present*, 119, (1988), 30-55

## Session 22

Tomás de Torquemada, a General of the Holy Office. The Spanish Inquisition, a persecuting institution

Student's homework assignment. Companion readings for session 23

Student's oral presentation. Irene Silverblatt, "New Christians and New World Fears in Seventeenth-Century Peru", *Comparative Studies in Society and History*, 42 (2000), 524-546

## Session 23

Ice de Gebir, a *mufti* of Segovia. *Moros* and *Moriscos* in Christian Iberia

Student's homework assignment. Companion readings for session 23

Student's oral presentation. Ronald E. Surtz, "Morisco Women, Written Texts, and the Valencia Inquisition", *Sixteenth Century Journal*, 32 (2001), 421-433

## Session 24

Juan de Ribera, a bishop of València. The expulsion of the *Moriscos*

Student's homework assignment. Companion readings for session 24

Student's oral presentation. Henry Kamen, "Toleration and Dissent in Sixteenth-Century Spain: The Alternative Tradition", *Sixteenth Century Journal*, 19 (1988), 3-23

## Session 25

Field visit

*Barcelona*: the medieval capital of the Crown of Aragón

## Session 26

Final exam

# Readings

## Basic readings

Richard A. Fletcher, *Moorish Spain*. Berkeley: University of California Press, 1993

Jocelyn N. Hillgarth, *The Spanish Kingdoms 1250-1516*, Oxford: Clarendon Press, 1976-1978

Teofilo F. Ruiz, *Spanish Society 1400-1600*, London: Harlow, 2001

## Further readings

Ashtor, Eliyahu, *The Jews of Muslim Spain*. Philadelphia: Jewish Publication Society, 1973-1984

Baer, Yitzhak, *A History of the Jews in Christian Spain*, Philadelphia: Jewish Publication Society of America, 1978

Bisson, Thomas N., *The Medieval Crown of Aragon. A Short History*, Oxford: Clarendon, 1986

Boswell, John, *The Royal Treasure: Muslim Communities under the Crown of Aragon in the Fourteenth Century*, New Haven: Yale University Press, 1977

Burns, Robert Ignatius, *Muslims, Christian and Jews in the Crusader Kingdom of Valencia: Societies in Symbiosis*, Cambridge: Cambridge University Press, 1984

Cohen, Mark R., *Under Crescent and Cross: The Jews in the Middle Ages*, Princeton: Princeton University Press 1994

Elliott, John Huxtable, *Imperial Spain 1469-1716*, Harmondsworth: Penguin 1990

Glick, Thomas F., *Islamic and Christian Spain in the Early Middle Ages*, Princeton: Princeton University Press, 1997

Harvey, Leonard Patrick, *Islamic Spain 1250-1500*, Chicago: University of Chicago Press, 1990

Harvey, Leonard Patrick, *Muslims in Spain, 1500 to 1614*, Chicago: University of Chicago Press, 2005

Kamen, Henry, *Spain 1469-1714: A Society in Conflict*, London: Longman, 1991

Kamen, Henry, *The Spanish Inquisition: An Historical Revision*, London: Weidenfeld & Nicolson, 1997

*The Legacy of Muslim Spain*, ed. Salma Khadra Jayyusi, Leiden: E.J. Brill, 1992

Menocal, María Rosa, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain*, Boston: Little, Brown, 2002

Meyerson, Mark D., *A Jewish Renaissance in Fifteenth-Century Spain*, Princeton: Princeton University Press, 2004

Meyerson, Mark D., *Jews in an Iberian Frontier Kingdom. Society, Economy, and Politics in Morvedre, 1248-1391*, Leiden / Boston: Brill, 2004

Moore, Robert Ian, *The Formation of a Persecuting Society*, Oxford: Basil Blackwell, 1987

*Muslims under Latin Rule 1100-1300*, ed. J. M. Powell, London: Thames and Hudson, 1992

Nirenberg, David, *Communities of Violence: Persecution of Minorities in the Middle Ages*, Princeton: Princeton University Press, 1998

Ray, Jonathan, *The Sephardic Frontier. The Reconquista and the Jewish Community in Medieval Iberia*, Ithaca, New York: Cornell University Press, 2006

*Spain and the Jews. The Sephardi Experience 1492 and After*, ed. E. Kedourie, London: Thames and Hudson 1992

Waines, David, *An Introduction to Islam*, New York: Cambridge University Press, 1995

Wasserstein, David, *The Rise and Fall of the Party-Kings. Politics and Society in Islamic Spain 1002-1086*, Princeton: Princeton University Press, 1985

Wasserstein, David, *The Caliphate in the West. An Islamic Political Institution in the Iberian Peninsula*, Oxford: Clarendon 1993