Between tolerance and conflict. Jews, Christians and Muslims in the Iberian Peninsula (from the 8\textsuperscript{th} to the 17\textsuperscript{th} 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
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 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.
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.

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


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

Assignment. Companion readings for session 4


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


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


Session 9
Eulogius, a Christian martyr of Córdoba. Christians in al-Andalus

Student’s homework assignment. Companion readings for session 9
Session 10
Averroes, an Aristotelian in al-Andalus. Discovering the sciences of the Ancient

Student’s homework assignment. Companion readings for session 10


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

Session 15
Mariem, a mora of Alasquer. Muslims under Christian rule

Student’s homework assignment. Companion readings for session 15


Session 16
Jucef Avanaio, the king’s lion healer. Jews in Christian Iberia

Student’s homework assignment. Companion readings for session 16


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


Session 19
Ferran Martínez, archdeacon of Seville. An humiliating and persecuting order in Christian Iberia

Student’s homework assignment. Companion readings for session 19


Session 20
Inés Lopez, a *converso* of Ciudad Real. *Conversos* and *judaizantes* in Christian Iberia

Student’s homework assignment. Companion readings for session 21


Session 21
Don Isaac Abrabanel, a *better* Jew from Lisbon. The expulsion of the Jews

Student’s homework assignment. Companion readings for session 21

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


Session 23
Ice de Gebir, a *mufti* of Segovia. *Moros* and *Moriscos* in Christian Iberia

Student’s homework assignment. Companion readings for session 23


Session 24
Juan de Ribera, a bishop of València. The expulsion of the *Moriscos*

Student’s homework assignment. Companion readings for session 24


Session 25
Field visit
*Barcelona*: the medieval capital of the Crown of Aragón

Session 26
Final exam
Readings
Basic readings


Further readings


