

EUH 4384 U01: The Premodern Mediterranean

Fall 2021

2:00-3:15 Tuesday and Thursday; GC 287B

Welcome to *The Premodern Mediterranean*. Over the course of the semester, we will explore a geographic region of three continents tied together by water, home to numerous different cultures and religious groups. We will consider political, economic, and religious trends, and how these factors, along with individual agency, shaped cross-cultural interactions. These interactions were friendly and tense, respectful and violent, charged and indifferent, destructive and profitable.

In the course of the semester, we will not only investigate these trends and interactions, but we will focus particularly on how historians have made sense of the often contradictory evidence from the past. How do their evidence, their perspectives, and modern events and debates shape their interpretations?

Because of the breadth of the topic, we will focus this semester on the time period from the dissolution of Roman control of the Mediterranean, around 400 AD, to the rise of sustained global contact, around 1500 AD, and on 4 major types of interaction: Coexistence, Conflict, Commerce, and Captivity. Class topics are not meant to be exhaustive but rather to serve as case studies for grappling with the course themes and contemporary questions that could be asked of other times and places.

Instructor:

Dr. Tovah Bender, Department of History, GC 287B, DM 391C

Email: tbender@fiu.edu Phone: N/A

Office Hours: Tuesday 12:30-1:45 in the GC cafe. Depending on weather and COVID, I might hold office hours outside.

The best way to reach me is via my DM on Slack. You can also contact me through Canvas Message or by email, or request a one-on-one Zoom session. I will reply to all emails and DMs within 24 hours unless there are extenuating circumstances. If I don't reply in that window, please send a polite nudge: "Hey Dr B, Did you see my question yesterday?")

I am often in my office. If you have questions or would like to continue the discussion, please swing by to see if I am available. You can also contact me to find a mutually convenient time to meet outside of office hours.

Course Objectives:

- Understand and describe the situations—both positive and negative, profitable and detrimental—in which cross-cultural interaction occurred, and consider how political, economic, and theological developments shaped these interactions.
- Read critically and analytically secondary sources to understand the arguments presented and the position of the authors.
 - Compare and contrast how we (historians and the public) make sense of the past; how evidence, perspectives, and contemporary debates shape their interpretations; and how interpretations evolve and conflict with one another.

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- Evaluate the benefits and drawbacks of approaching history from a larger perspective based in geography as defined environmentally rather than by the nation-state.
- Demonstrate your ability to do historical research including: identifying relevant scholarly secondary sources; identifying and reading the relevant passages; and assembling what you have read.
- Articulate clear, original arguments based in evidence. You will be asked to do this in a variety of different formats.

This is a discipline-specific Global Learning course that counts toward your Global Learning graduation requirement.

Global Learning Objectives:

- Demonstrate an understanding of the connectedness of Mediterranean peoples united and divided by time, space, religion, culture, national and legal systems, and economic and political interests. (Global Awareness)
- Explain events in the premodern history of the Mediterranean from multiple perspectives, be they based in religion, region, class, gender, or politics, or the perspectives of different modern historians. (Global Perspectives)
- Apply knowledge of history to analyze a current media depiction of Mediterranean contact. (Global Engagement)

A note on the history of religion: Religion is not static; beliefs and practices are not the same over time, in different places, or even from individual to individual within a single community. As historians, we are interested in what people believed at certain periods and how religious belief and practiced shaped actions. These understandings help us address the larger questions historians seek to answer: how did people understand the world around them and why did they act as they did?

As historians, we are not interested in whether or not what they believed is (or was) correct. That is a doctrinal question for theologians and a personal question for individual believers.

Required Text:

Monique O'Connell and Eric R. Dasteler. *The Mediterranean World: From the Fall of Rome to the Rise of Napoleon*. Baltimore: Johns Hopkins University Press, 2016. ISBN-10 : 9781421419011 (MW in the syllabus)

You are free to purchase the text at the bookstore or through another venue, or to obtain it from a library. All other readings will be available to you through Canvas or the library website.

You are responsible for coming to class having read, prepared to discuss, and created two questions of the readings listed for that day. You MUST have access to a copy of the day's readings in class. A book, a printout, a pre-arranged shared copy, or a laptop with access to the electronic copy are all acceptable options.

Prerequisites:

Although there are no official prerequisites to this course, this is an upper-level history course. That means that you will be expected to:

- read large quantities of material quickly and analytically (this is something we will discuss and actively work on through the course)
- produce thesis-driven, evidence-based writing
- make comparisons, categorize information, and create arguments from materials that you read and learn.
- read the syllabus carefully to understand assignments, the grading structure, due dates, and assignments.
- Keep on top of the material and devote 8-12 hours per week to this class.
- be willing to get help as necessary; “I can’t find it” “I didn’t understand” or “I didn’t know how” are not valid excuses.

Promises and Responsibilities:

We are of course living in strange times, learning to operate in new ways, and dealing with disruptions to our schedules and normal practices. I will do my best to deal with all of you as these unforeseen disruptions come up. In order to do so to the best of my ability, I need from you:

- Your best effort to stay on top of things, both weekly and long-term assignment, and engaging in each class session.
- Clear communications about issues as early as possible, ideally as a heads-up that something *might become* an issue.
- Flexibility and understanding for me as I deal with many of the same issues you are wrestling with.

For my part, I will

- Log onto the course daily (M-F), respond to all messages within 24 hours (or less), and grade all assignments within two weeks before the next assignment is due, whichever is sooner.
- Listen and respond to your questions and concerns, and make adjustments if necessary.
- Do the best I can to follow the syllabus and deadlines as laid out below.
- Be as transparent as possible about when and how things will play out (including but not limited to due dates, when to expect individual assignments back, why things might change, etc)
- Be flexible with individuals and the group in meeting your needs as best as possible, even as they evolve.

Important Dates

Monday 8/30 – last day to drop/add
Monday 9/6 – no class (University closed for Labor Day)
Friday 9/17 – last day to withdraw w/ 25% refund
Monday 10/1 – last day to drop w/ DR
Thursday 11/11 – no class (University closed for Veteran’s Day)
Thursday 11/25- Saturday 11/27 – no classes (University closed for Thanksgiving break)

Grade Distribution

Engagement	25%
Short Writings	20% (2 at 10% each)
Research Paper	50%

Paper Proposal (9/18)	10%
Annotated Bibliography (10/9)	15%
Final Paper (11/13)	25%
Current Media Analysis (12/2)	5%

Assignments:

Engagement:

Goal: Practice, in a low-stakes way, all of the skills for the class, and build your skills and understanding for the more high-stakes assignments.

Engagement is not simply showing up, although you certainly cannot participate if you are not there! Nor is engagement only coming prepared, listening alertly or taking notes, which those are also very important. Engagement means contributing to the discussion. This can mean answering a question that I ask but it can also mean asking a question about something that confused you, responding to a comment made by a classmate, actively participating in activities, or bringing up something that particularly interested you. Your comments, questions, and responses to others make all of us better scholars.

This semester, there will be several forms of engagement:

- Engagement in live classes. Every Tuesday, we will meet in person. These meetings will consist of a combination of lecture, Q&A with the whole class, and group activities. Each week you can earn up to 4 points in this element.
- Engagement in Slack group discussion channels. Every Thursday, we will have discussion on Slack. You may do this from the classroom or from anywhere else, but you must be engaged at that time. In your groups, we will work through complex questions related to the readings. Each week you can earn up to 4 points in this element.

Short Writing Assignments:

Goal: Demonstrate your skills in articulating clear arguments based in evidence and your ability to accomplish this relies on your ability to read critically, and comparing and contrasting.

Over the course of the semester, you will have 5 opportunities to turn in a required 2 short writing assignments. Each will be 700-800 words, with a thesis statement and evidence from the texts for that section (and past sections, as appropriate). The thesis may respond to the prompt or (with permission) you may come up with an argument of your own.

Cite all evidence using Chicago-style citation, with footnotes and a bibliography (which can include both your own work and works that influence your thinking but that you do not cite directly). I expect no outside research for these papers and, in fact, highly discourage such research.

I will grade these assignments based on the coherence and execution of your argument (how well you use the prompt and the text—all of it—to create a persuasive argument) and the creativity of your use of the material (critical thinking and analysis).

No late assignments accepted without use of a token or prior permission. If you miss one, move on to the next. You may not do more than 2 short writings but you may rewrite 1 short writing (only, and in exchange for a token) for a higher grade. The rewrite will be due to Canvas within 7 days of getting your grade and comments on the original submission. The rewrite should address ALL of the comments on the original submission AND go beyond that, addressing other

areas that need to change as a result of edits you make and otherwise improving the overall quality.

Research Paper:

Goal: Over the course of the semester, we will be doing a very broad sweep of the history and historiography of an entire period over a period of over 1000 years. The research paper will provide you with an opportunity to examine one small aspect of Mediterranean contact during this broad sweep, specifically exploring the ways that different scholars have approached the topic of interest to you. (Global Perspectives)

Your work on this research project will include several steps over the course of the semester. These steps will help keep you on track to complete the project and teach you some of the steps of historical research. You will also get feedback on each step. These steps and the feedback should give you the best chance of completing the project as successfully as possible.

Paper Proposal **Due 9/14:**

Goal: Understand and describe the particular historical situation that will be the focus of your research paper. Demonstrate your ability to begin the scholarly research process through locating scholarly secondary materials.

Choose a question from the Paper Questions list on Canvas. Do the research on the event or groups that the question focuses on. Consider how you will approach the topic. Write up:

- A one-two paragraph summary of the event(s) under question, demonstrating an understanding of the event as well as the historical and geographic context and the groups involved.
- Include a list of four scholarly secondary sources you can use to help you answer that question. These should not be sources listed on the syllabus. You do not have to have read these sources yet, but you need to know they exist and are accessible to you.

The entire proposal should be 1-2 pages long.

Annotated Bibliography **Due 10/9:**

Goal: Demonstrate your ability to do historical research, including locating, reading critically understanding and analyzing a variety of scholarly perspectives

Assemble a bibliography of six scholarly secondary sources. These sources should be a mix of monographs, chapters in edited volumes, and journal articles. At least one should be from after the year 2000. Primary sources are not scholarly secondary sources (because they are primary).

You will be unlikely to find six secondary sources on [exactly your topic]. Instead, you will need to read some on your specific topic, some that touch on your topic but cover more than that, and some that are related to your topic. Read these sources carefully. Then write your annotated bibliography as follows:

- Begin with a paragraph detailing how you approach your research question; that is, what is your topic, what is your question, and what do you think your thesis might be. Including your working thesis is important! It might change, but you should have developed one at this point.

- Summarize your reading to this point in an six-item annotated bibliography. Each annotation should include
 - Accurate bibliography according to the Chicago Manual of Style (see the resources folder on blackboard)
 - The topic, question, and thesis of the piece.
 - The evidence that the author uses.
 - How the piece relates to others on your project.
 - Your evaluation of the author's argument.

For more on writing an annotated bibliography and examples, see the sample annotated bibliographies handout.

Final Paper **Due 11/13:**

Goal: Demonstrate your ability to understand historical events; do historical research; read critically and analytically secondary; compare, contrast, and synthesize the various perspectives of the scholars; articulate clear, original arguments based in evidence.

Write an argumentative 5-7 page paper with THESIS and EVIDENCE from a minimum of six scholarly secondary sources (these do not have to be the same ones as on your annotated bibliography). The thesis must answer the question but will also focus it.

Current Media Analysis **Due 12/2:**

Choose one current media depiction of events in the Medieval Middle East. This could include a news article, a Hollywood movie or a TV show, a documentary, a political speech, a blog, a book, a video game... and probably many other things I'm not thinking of. It must have been made/created in the last 10 years and it must at least mention the history of intercultural contact in the Mediterranean basin.

Your paper (approx. 1 page) will:

- Briefly describe the source(s)
- Address the historical accuracy of the events mentioned
- Consider the goals of the author/ creator of your source. How is the history helpful in achieving this goal? If the history is distorted, why did the author choose to distort it?
- How does this presentation agree with/ correct/ shape common perceptions of the history? For example, does it confirm or create stereotypes? Does it lead to a misunderstanding of events? Does it help people understand the events in a way that agrees with historians' interpretations?

****Due at Class time Thurs 12/2****

Tokens:

Over the course of the semester, you will have MANY opportunities to earn tokens through:

- Optional work on a short writing assignment, in terms of overall quality or in terms of improvement.
- Taking advantage of one of the other "token opportunities" that will pop up over the course of the semester. These will be posted via Canvas announcements.

Tokens can be exchanged for the following:

- a 24-hour extension on written assignments, including Short Writings, Annotated Bibliography, Research Summary, and Tudor in Fact and Film. No questions asked; no

need to let me know in advance. Just submit within 24 hours of the deadline, I subtract a token, and the assignment is on time. Use as often as you like

- the chance to rewrite and resubmit a Short Writing. You must resubmit within one week of me posting grades. There must be substantial improvement in order to reach acceptable; you cannot simply address my comments in the most minimal way. You may only use this option once during the semester and it will cost two
- At the end of the semester, you may convert your tokens to extra points (one token=one point) to add to your engagement.

Support:

ME! Come see me. I want to help you succeed in this class.

I am happy to talk with you about ways to approach the class, or at any stage of the paper-writing process, including brainstorming.

Once you have a draft (even a rough draft), we are also happy to offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

The History Tutors! There are several history tutors working in the history department main office (DM 390). Their job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website:

<http://history.fiu.edu/tutoring>

The Center for Excellence in Writing! The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

Counseling and Psychological Services (CAPS) If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal, behavioral, or academic concerns or worries you, for the classmate's-being or yours; you are encourage to share your concerns with FIU's Panthers Care website:

<http://PanthersCare.fiu.edu/>.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu

Professional counselors are available for same-day appointments. Don't wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Class Policies

Attendance and Participation: Historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. In order to achieve this dialogue, you must come to class and do so prepared.

Excused absences may be granted in the event of serious medical issues, religious holiday, the death of an immediate family member, military duty, a court date, and participation in some college events. In each of these cases, it is your responsibility to contact me in a timely manner and request that the absence be excused. I reserve the right to require documentation to excuse an absence.

If you are absent for any reason, it is your responsibility to get notes from a classmate.

Classroom Behavior: FIU defines sexual harassment as any unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature which 1) makes submission to or rejection of such conduct either an explicit or implicit basis for employment and/or academic decisions affecting the individual; or 2) unreasonably interferes with the individual's employment or academic performance by creating an intimidating, hostile or offensive environment.

In accordance with the Student Code of Standards, you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in any way that makes others uncomfortable or detracts from their ability to learn. **Such behavior will not be tolerated.**

Late Policy: Assignments are due via the class's Canvas site by 11:59pm on the assigned day. The grade on any late written work is automatically reduced by one-third of a letter (D becomes a B) for each day the paper is late, including Saturday and Sunday, unless an extension is granted by me. No regular-semester work will be accepted beyond 5pm on the last day of finals week (12/10).

Scholastic Dishonesty: Please be aware that academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else's work as your own), providing someone else with materials that will be used for academic dishonesty, cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University.

To review the student conduct and honor code, visit <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>

If you have any questions as to what constitutes academic dishonesty or plagiarism, see me.

Note to Students with Disabilities: The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. For more information, visit the DRC website at: <https://studentaffairs.fiu.edu/get-support/disability-resource-center/index.php>

If you *suspect* or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center. I am very happy to work with you and with them to accommodate you in the best way possible.

Even if you do not need accommodation, I highly advise you to let me know if you have a disability that might affect your performance in this class.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of all assignments—please see your TA or me as soon as possible. **It is much easier on all of us if we address an issue before it becomes a problem.**

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and to honestly demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Finally, I reserve the right to change the syllabus to facilitate better learning.

Schedule:

Module 1/ Introduction: What is the History of a Region?

In this module, we will:

- *develop a working definition of "historiography" and determine how we will approach that subject in this class.*
- *begin to consider the benefits and drawbacks of environmental, as opposed to national or political, geographic boundaries on areas of historical study.*
- *discuss ways to define the Mediterranean and its boundaries, as well as considering historical debates on the subject.*

Tuesday 8/24: Introduction

Thursday 8/26: What is the Mediterranean

- MW Introduction: The Idea of the Mediterranean (1-11)

Tuesday 8/31: Defining Historical Areas

- Hornblower and Hurler. *The Corrupting Sea: A Study of Mediterranean History*. Oxford: Blackwell, 2000. Introduction and Ch 1: "A Geographical Expression," 1-26

Module 2: Coexistence: The Rise and Evolution of Religious Communities

In this module we will:

- *Develop a basic working understanding of each of the three major faiths in the Mediterranean, as well as their variety.*
- *Understand their spread and distribution in the early Middle Ages, and consider how and why they spread as they did.*
- *Consider how these religious groups interacted with and saw one another, both within and outside their realms, and how historians have understood these relationships.*

Thursday 9/2: Mare Nostrum: The World Created by Romans

- MW Ch 1: The Waning of the Roman Mediterranean (12-32)

Tuesday 9/7: Judaism, Christianity and Islam in 75 minutes or less

- No reading – get a jump on your proposal

Thursday 9/9: Mohammed, the Caliphs, and Islam

- MW Chapter 2: Forging New Traditions: Islamic and Christian Societies (Excerpts: Intro and An Arabic Mediterranean, pp. 33-41)

Module 1 SW option due 9/11

Tuesday 9/14: Religion and Identity in the Mediterranean

- MW Chapter 3: Early Medieval Economies and Cultures (excerpt: Intro, Cultural Capitals and Intellectual Exchange and Religious Life: Competition and Sacred Sanctities, pp. 54-55, 61-71)

Thursday 9/16: Jews in the Mediterranean: Under Christians and Muslims

- Mark R. Cohen. *Under Crescent and Cross: The Jews in the Middle Ages*. Princeton: Princeton University Press, 1994. Intro and Ch 1: “Myth and Countermyth,” pp. XV-XXI and 3-14) Available online through the JHU library

Saturday 9/18 Proposal Due

Module 3: Conflict: Crusade and Conquest

In this module, we will:

- Consider the role of religion, and particularly the concept of holy warfare, in conflict in the Mediterranean.
- Consider how different perspectives and writing historical techniques influence the narrative of an event (in this case, the crusades).
- Hone our skills in identifying and evaluating historical arguments in scholarly works.

Tuesday 9/21: Factionalism and Alliances circa 1000

- MW
 - Chapter 2: Forging New Traditions: Islamic and Christian Societies (excerpt: Climate Change and Collapse, pp. 48-53)
 - Chapter 3: Early Medieval Economies and Cultures (excerpt: Religious Institutions: Monasteries and Ribats and The Rise of Religious Orthodoxies, pp. 61-74)
 - Chapter 4: Reshaping Political Communities: Christian and Muslim Holy Wars (excerpt: New Contenders for Power from the Peripheries, pp. 82-87)

Thursday 9/23: Crusades - Standard Narrative

- John Julius Norwich. *The Middle Sea: A History of the Mediterranean*. Vintage Books: 2006. (112-140)

Tuesday 9/28: Library Day*

- Meet in the library (regular class time, place TBA) to work on developing a reading list for the bibliography.

Thursday 9/30: Crusades – Alternate Narratives

- Carole Hillenbrand. *The Crusades: Islamic Perspectives*. New York: Routledge, 2000. (Chapter 2 The First Crusade and the Muslim’s initial Reaction to the Coming of the Franks). Available online through the FIU library
- Cobb, Paul M. *The Race for Paradise: An Islamic History of the Crusades*. Oxford; New York: Oxford University Press, 2014. Ch 2: “The Frightened Sea” (excerpt) pp. 36-49, Available online through the FIU library

Module 2 SW due Saturday 10/2

Tuesday 10/5: After the Fighting

- Malcolm Barber. “The Social Context of the Templars.” *Transactions of the Royal Historical Society*, 34 (1984): 27-46. (Jstor)

Thursday 10/7: Annotated Biblio work day

Saturday 10/9 Annotated Bibliography Due

Module 4: Commerce: Exchange, Economic and Social

In this module, we will:

- Consider the ways historians can study the history of trade.
- Consider the ways that the desire for trade and commerce ran against or overcame the disempowerment of certain groups or religious or political divides.

Tuesday 10/12: Yes, there was International Trade

- MW Chapter 6: Commerce, Conquest, and Travel (130-154)

Thursday 10/14: Mohammed, Charlemagne, and an Elephant

- MW Chapter 3: Early Medieval Economies and Cultures (Excerpt: Shifting Economies and Merchant Networks, pp. 54-60)
- Michael McCormick. *Origins of the European Economy: Communications and Commerce, A.D. 300-900*. Cambridge: Cambridge University Press, 2001. 784-798. Available online through the FIU library.

Tuesday 10/19: Women as Intercultural Merchants

- McKee, Sally. “Women under Venetian Colonial Rule in the Early Renaissance: Observations on Their Economic Activities.” *Renaissance Quarterly* 51, no. 1 (1998): 34–67. (Jstor)

Thursday 10/21: Who is in Charge?

- Krebs, Verena. *Medieval Ethiopian Kingship, Craft, and Diplomacy with Latin Europe*. Switzerland: Palgrave Macmillan, 2021. 17-60

SW3 Due Saturday 10/23

Module 5: Captivity: Slavery in the Mediterranean

In this module, we will:

- Consider the roles of slaves in both the economy and in religious warfare.
- Explore the ways that slavery changed over the period from the slave society of the Roman Empire to that of the Atlantic World.
- Discuss and practice the elements of writing an argumentative paper.

Tuesday 10/26: End of a Slave Society?: Slavery in the Early Middle Ages

- Michael McCormick. "New Light on the 'Dark Ages': How the Slave Trade Fuelled the Carolingian Economy." *Past and Present*, Volume 177, Number 1 (November 2002), pp. 17-54 (JStor)

Thursday 10/28: Captivity and Slavery in Iberia

- MW Chapter 5: Crossing Boundaries: Medieval Frontier Societies (excerpts Individual and Community Lives on the Frontier and Conversion Persuasion and Inquisition pp. 105-116)
- James William Brodman "Municipal Ransoming Law on the Medieval Spanish Frontier." *Speculum*, Vol. 30 (1985): 318-330. (JStor)

Tuesday 11/2: Slavery in Medieval Islam: The Curious Case of the Mamluks

- Reuven Amitai. "The Mamluk Institution for One Thousand Years of Military Slavery in the Islamic World." In *Arming Slaves: From Classical Times to the Modern Age*, edited by Christopher Leslie Broan and Philip D. Morgan. 36-58. New Haven: Yale University Press, 2006. (available online through the FIU library)

Thursday 11/4: The Birth of Plantation Slavery

- Philip D. Curtin. *The Rise and Fall of the Plantation Complex*. Cambridge: Cambridge University Press, 1990. Chs. 1 and 2: "The Mediterranean Origins" and "Sugar Planting: From Cyprus to the Atlantic Islands," 3-28.

Module 4 SW Due: Saturday 11/6

Tuesday 11/7: Writing Workshop

Thursday 11/11: NO CLASS

Saturday 11/13: Final Paper Due

Module 6: Epilogue: The Mediterranean in the Age of Global Contact

In this module, we will:

- Consider the ways that events in the Mediterranean shaped Europeans' push into the Atlantic.

- *Explore how the Mediterranean served as a precursor to Atlantic Exploration.*
- *Discuss the ways that the media uses the history of the premodern Mediterranean for a variety of purposes and the effect of that on our historical understanding.*

Tuesday 11/16: New Kid on the Pond: The Ottomans

- MW Chapter 9: Mediterranean Empires: Hapsburg, Venetian, and Ottoman (206-235)

Thursday 11/18: The Mediterranean to the Atlantic

- Abbas Hamdani. "Ottoman Response to the Discovery of America and the New Route to India." *Journal of the American Oriental Society*. Vol. 101, No. 3 (1981): 323-330. (JStor)

SW5 Due 11/20

Tuesday 11/23

Class: reviews of books of expansion?

Thursday 11/25 No Class Thanksgiving

Tuesday 11/30: Wrap Up

- No reading

Thursday 12/2: Media Analysis

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