EUH 4384: The Premodern Mediterranean  
Fall 2016  
[time and place]

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 and a preeminent site for exchange before the rise of trans-Atlantic or global contact. We will consider political, economic, and religious trends, and how these factors, along with individual agency, shaped cross-cultural interactions. These interactions were at different times friendly and tense, respectful and violent, charged and indifferent, destructive and profitable.

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 contemplating questions that could be asked of other times and places.

During the course of the semester, we will:
- Understand and be able to explain the religious foundations, the spread, and the evolution of practices for Judaism, Christianity, and Islam.
- Explore 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.
- Evaluate the benefits and drawbacks of approaching history from a larger perspective based in geography as defined environmentally rather than by the nation-state.
- Develop skills of critically reading historical materials and creating and articulating evidence-based arguments both orally and in writing.

Global Learning Outcomes:
- Students will be able to 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.
- Students will be able to 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.
- Students will be able to apply knowledge of history to analyze a current media depiction of Mediterranean contact.

**Instructor:**
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DM 391C  
Office Hours:

The best way to reach me is via email. I will reply to all emails within 24 hours, unless there are extenuating circumstances.
I am often in my office beyond office hours. 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.

**Required Text:**
All other materials will be available online via the course’s Blackboard site. This site will be integral to the class.
You are responsible for coming to class having read, prepared to discuss, and created two question on 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.

Jan 12: Introduction

Jan 14: Living on (and off) the Mediterranean
- MS. Beginnings (1-14)

Jan 19: Mare Nostrum: The World Created by Romans
- MS. Rome: The Early Empire (44-72).

Coexistence: The Rise and Evolution of Religious Communities

Jan 21: The Roman Empire and the Jews
- Exodus 3; 34-5. You may read these texts in any version of the Old Testament/ Jewish Bible, online or in print. One is available at: http://www.mechon-mamre.org/e/et/et0201.htm.
- Roman Sources on the Jews at [http://www.fordham.edu/halsall/ancient/roman-jews.html](http://www.fordham.edu/halsall/ancient/roman-jews.html)

Jan 26: Jesus, Paul, and Christianity
- Romans 2-5, 11, 16. You may read these texts in any version of the New Testament, online or in print. One is available at: [http://www.earlychristianwritings.com/text/romans-asv.html](http://www.earlychristianwritings.com/text/romans-asv.html)
- St, Augustine’s *Confessions*. Book VI. Again, you may read any version of this text, but one is online.

Jan 28: Mohammed, the Caliphs, and Islam
- The Koran, Chapters 1 and 2, “The Exordium” (al-Fatihah) and The Cow (al-Baqarah) You may read these texts in any version of the Koran, online or in print. One is available at:http://www.isgkc.org/translat.htm
- MS: Islam (72-87)
Feb 2: The Other Christians: The Byzantine Empire
- MS: Medieval Italy (87-112)
- Additional Primary Source TBA

Feb 4: Jews in the Mediterranean: Under Christians and Muslims
- Additional Primary Source TBA

Conflict: Crusade and Conquest

Feb 9: The First Crusade: Christian Motives
- MS: The Christian Counter-Attack (ONLY 112-119)

Feb 11: Life in the Crusader States
- MS: The Christian Counter-Attack (119-124)

Feb 16: Jihad and Crusade
- MS: The Christian Counter-Attack (124-132)

Feb 18: The Military Orders

Feb 23: Growth of Intolerance , or, When is a Crusade a Crusade?
- MS: The Christian Counter-Attack and The Two Diasporas (132-152)

Feb 25: How to Read a Divided Spain?

Commerce: Exchange, Economic and Social

March 2: Mohammed, Charlemagne, and an Elephant

March 4: Islands: Valuable Spots for Trade
• MS. Stupor Mundi. (ONLY 188-193)

March 16: Library Day – Work on Annotated Bibliographies

March 18: Jewish Merchants

March 23: Trade and the Renaissance States
• MS The Closing of the Middle Ages. (194-198 ONLY)
• Boccaccio’s Decameron. The first number refers to the day, and the second to the tale number in that day. Read 1.3 and choose two of the following: 2.4, 2.7, 4.3, 4.4, 5.1, 5.2. Available at http://www.stg.brown.edu/projects/decameronNew/DecIndex.php

Captivity: Slavery in the Mediterranean

March 25: 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 01, 2002), pp. 17-54 (Ebsco)

March 30: Slavery and Slavery in Medieval Islam: The Curious Case of the Mamluks

April 1: Captivity and Slavery in the Reconquest

April 6: The Birth of Plantation Slavery

The Mediterranean in the Age of Global Contact

April 8: Mediterranean Slavery and the New World

April 13: Isolation and Expulsion of the Jews
- MS. The Catholic Kings and the Italian Adventure (ONLY 239-244)

April 15: Writing Workshop

April 22: New Kid on the Pond: The Ottomans
- MS The Fall of Constantinople (217-238)
- Additional reading TBA

April 24: The Changing Shape of the Mediterranean

April 27: Wrap Up: The Mediterranean to the Atlantic
Assignments:
Research Paper 50%
  Paper Proposal 10%
  Annotated Bibliography 15%
  Final Paper 25%
Current Media Analysis 20%
Participation 15%
Blog Posts 15%

Research Paper:
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.

Your work on this research project will be spread across several steps over the course of the semester. These steps will help keep you on track to complete the project. 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: Choose a question from the Paper Questions list on Blackboard. Do some 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.
  • Point to a few aspects that you think are particularly interesting. These should represent areas where you might focus your paper.
  • Include a list of five scholarly secondary sources you can use to help you answer that question. You do not have to have read these sources yet, but you need to have begun identifying them.

Annotated Bibliography: Assemble a bibliography of scholarly secondary sources. You will be unlikely to find secondary sources (or at least more than one source) specifically on [your theme] in [your text]. Instead, you will need to read a few secondary sources on your text and a larger number of secondary sources on your theme at the time and place that your text was written.

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 eight-item annotated bibliography. Each annotation should include
    o Accurate bibliography according to the Chicago Manual of Style (see the resources folder on blackboard)
    o The topic, question, and thesis of the piece.
    o The evidence that the author uses.
How the piece relates to others on your bibliography.

Your evaluation of the author’s argument.

For more on writing an annotated bibliography and examples, see the handout in the resources folder on blackboard.

**Paper:** Write an argumentative 7-9 page paper with THESIS and EVIDENCE from your source and from a minimum of eight 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:** Choose one current media depiction of events in this Middle East. This could include a news article, a Hollywood movie or a TV show, a documentary, a political speech, a blog, a book… and probably many other things I’m not currently 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 (2-3 pages) should address the historical accuracy of the events mentioned, but also consider the reason that the author/creator of your source mentions the history. What point is the author/creator making and how is the history helpful? If the history is distorted, why did the author choose to distort it?

**Participation** is not simply coming to class, although you certainly cannot participate if you are not there! Nor is participation only coming prepared, listening alertly or taking notes, while those are also very important. These things alone will earn you a participation grade around 50%. Participation means contributing to the discussion. This can mean answering a question that your TA asked, but it can also mean asking a question about something that confused you, responding to a comment made by a classmate, actively participating in group work, or bringing up something that particularly interested you. Your comments, questions, and responses to others make all of us better scholars.

**Blog Posts:** When the drop-add period ends you will be divided into small groups. Each of these groups will have a separate blog on Blackboard to which all group members can post and in which you will be having conversations about the materials amongst yourself.

Ten times during the semester, I will ask you to post a response to a question I post to the blog on the reading. I will post the questions 5-7 days in advance and ask you to make the post by class time. I will then ask you to make at least two shorter responses by the following class. You do not need to wait until after class to make the shorter posts. These posts should include responses to your peers’ posts but can also include additional posts by you to your group blog tying this week’s question and/or reading back to previous conversations that your group had on their blog. Posts and responses should:

- Address the question or response posed.
- Demonstrate an understanding of the reading and be historically accurate.
- Includes reasoning and evidence.
- Demonstrate critical thought about the reading, moving beyond the obvious or surface meaning and working to pull together different texts that class or across classes.
- Consider the reading in light of what we have previously learned and read in the course.
- Use good writing, including full sentences and correct spelling, and present a single, coherent response that makes logical sense.
• Responses of “I agree” are not acceptable. That isn’t a conversation. You must say WHY and present new or supporting evidence. Ask as question. Disagree. Offer an alternative interpretation.

Support:
ME! I want to help you succeed in this class.
Come see me. 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), I am 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/

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 (for more, see “participation” under Assignments).
I will take attendance each day. Excused absences may be granted in the event of serious medical issues (with a doctor’s note), 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: Arrive on time; stay until class ends. Failure to do so will affect your attendance. If you must arrive late or leave early, do so with as little disturbance as possible. No e-cigarettes in class. Turn cell phones OFF. If you cannot do this, let us know in advance.
In accordance with the Student Handbook (p. 11 and following), 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 a way that makes others uncomfortable. Such behavior will not be tolerated.

Late Policy: Assignments are due at Turnitin via the class’s Blackboard site at the beginning of class on the assigned day. The grade on any late written work is automatically reduced by one-third of a letter (B+ becomes a B; the number of points varies by assignment) for each day the paper is late, including Saturday and Sunday, unless an extension is granted by me. No quizzes will be accepted after the start of the class they are due. No regular-semester work will be accepted beyond 5pm on the last day of this class.
Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” 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), 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. If you have any questions about what constitutes academic dishonesty or plagiarism, see me.

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu). 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 assignments—please see me as soon as possible. It is easier for everyone to 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. [This is a required statement, but it might be moved to a separate sheet and posted to ecampus]

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