

SPAN 3360 / RS 3350 0 / HUMN 4390 002

Al-Andalus: The Cultures of Muslim Spain

Spring 2016 CRNs: 27934 / 24656 / 28444

Professor: **Matthew V. Desing**
Class schedule: **Tuesday/Thursday 10:30-11:50**
Classroom: **Miners Hall 300**
Office location: **Liberal Arts 216**
Office hours: **Wednesday 3:00-4:00**
Tuesday 12:20-1:20
or by appointment
Email address: **mvdesing2@utep.edu**

It is the student's responsibility to read the syllabus in its entirety and be aware of the requirements, evaluation criteria, schedule of events, and topics covered in the course

COURSE TOPIC:

This class is an exploration of the cultures of Al-Andalus (Muslim Spain) during the period of 711-1492 when parts of the Iberian Peninsula were under Muslim political rule. The course will begin with an introduction to the origins of Islam and its early political successes throughout the Middle East and North Africa. The course will take an interdisciplinary cultural studies approach to the Muslim experience in the Iberian Peninsula by examining literary texts and applying literary analysis to other forms of cultural production, but also by incorporating perspectives from the fields of art, cultural history, linguistics, architecture, medicine, philosophy, political history, religious studies, etc. Finally, the course will examine how Muslim Spain has been retrospectively re-imagined since the time of the defeat of the last Muslim kingdom of Granada in 1492 and the eventual expulsion of the *Moriscos* (descendants of Muslims) from Spain in 1609.

COURSE OBJECTIVES:

The primary objective of this course is to acquire a basic knowledge of the cultures of Al-Andalus through careful reading of the course materials and active discussion of the same. Students will also be developing skills in scholarly criticism that will be useful in other courses involving literary and cultural analysis. Writing with clarity and the logical organization of ideas are important skills in almost every academic discipline and in most aspects of modern life; for this reason, students in this course will continue to polish their academic writing skills through completing a series of writing exercises that will culminate in the composition and revising of a formal paper. Finally, it is hoped that through this course the participants will develop an appreciation for the contributions of Muslim cultures to the Hispanic world.

REQUIRED TEXTS:

* Hitchcock, Richard. *Muslim Spain Reconsidered: From 711 to 1502*. Edinburgh: Edinburgh University Press, 2014.

* Constable, Olivia R. and Damian Zurro. *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. Philadelphia: University of Pennsylvania Press, 2012.

* Various academic articles available through UTEP library databases.

* Freely accessible online resources.

GRADING COMPONENTS:

I. Participation, attendance, and homework	15%
II. Exams (3 X 15%)	45%
III. Presentation	10%
IV. Final essay	15%
V. Writing Portfolio	15%

WARNING: The materials and themes of this course are not meant to scandalize or offend. All students should carefully review the syllabus and course materials to insure that the themes presented will not cause significant conflict with their moral, ethical, or religious beliefs. If a student finds that she or he may have a conflict with some aspect of the class, the student should carefully consider her/his continued enrollment in the course and should also speak with the professor about the issue prior to the end of the first week of the semester.

ACADEMIC INTEGRITY: The University Catalog describes scholastic integrity in this way: "The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at: <http://www.utep.edu/dos> may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others." UTEP's library offers additional information and resources regarding academic integrity and how to avoid infractions at the following website: <http://libraryweb.utep.edu/research/plagiarism.php>

STUDENTS WITH DISABILITIES: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. *CASS' Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.*

COURSE COMPONENTS:

I. Participation, homework, and attendance: Respect for the individual (the student and the professor), for the group, and for the work of teaching and learning are basic components of a successful class. We can all contribute to a respectful class environment by consistently engaging in a series of basic behaviors. Attending every class assures that all participants will always be able to benefit from the unique contributions of each student. Respecting the class schedule by always arriving to class (and leaving class) at the indicated hour avoids unnecessary interruptions. We can all feel comfortable and valued in the classroom if we keep our attention to the activities of the class, participate actively, and respect the opinions and contributions of others. Intellectual exchange in class

is always better if there has been careful preparation beforehand including a close reading of the texts for the day. These are just a few keys for respectful and successful participation. Each student has the responsibility to know the material assigned for and covered in class in the case of excused or unexcused absence. The professor will not re-teach the class individually in case of a student absence, so the best way to access material in such a case is by asking for notes from a classmate. After reviewing the readings and notes from the missed class, the professor will be happy to answer any questions or discuss the material further during office hours. Excused absences (that do not affect one's grade) are allowed in the following circumstances: personal medical emergencies (not those of friends or family members), the death of a close family member, or a required absence for a University sanctioned activity (in which case UTEP provides an absence note). In order to justify/excuse an absence, the student must provide a photocopy of written documentation. The use of electronic devices (cellphones, smartphones, tablets, laptops, etc.) during class for reasons not related to the class will result in the student being counted as absent for the day. The professor may drop a student from the course for lack of respect, academic initiative, or attendance at any moment during the semester, but especially in the first weeks of the semester. Attendance is essential in this course: after 2 absences, each additional absence will result in the reduction of the final grade for the course by one percentage point. Attendance and participation, along with occasional assignments and brief quizzes (both announced and unannounced) is worth 15% of the final grade.

II. Exams: There will be three exams during semester that will cover the readings and discussions since the previous exam (in other words, the exams are not accumulative). Each exam will take place during the class period. The format of the exams will be combination of short answer and essay questions. Each exam is worth 15% of the final grade (3 X 15% = 45% total).

III. Presentation: Each student will do one individual presentation during the semester. Each presentation will have three parts. First, the student will summarize the material presented in the previous class period. Second, the student will present an overview of the topic that will be the subject of his/her final paper (the possible topics are listed on the course calendar and correspond to a specific date on the syllabus). Third, the presenter will organize a short interactive activity to review the material in way that requires the participation of the entire class. The presentation should last between 15 and 25 minutes. Students may use audio-visual presentations (such as PowerPoint), posters, or other materials, but these are not required. The presentation is worth 10% of the final grade.

IV. Final Essay: Each student will write an essay on a topic chosen at the beginning of the semester, which will be the same topic covered as part of the presentation described above. The essay will be a formal and objective review of a published academic article on the topic. The academic article must be at least 12 pages long and must be approved by the professor before the date listed on the syllabus. The essay must contain the following parts: 1) the bibliographical information of the article in MLA format at the beginning of the essay (which will serve as the essay title); 2) an introduction to the essay that must include the essay's thesis; 3) an overview/explanation of any material that the essay's audience (the other members of the class) may need in order to understand the content of the article/essay (this may require additional research); 4) information about the author of the academic article being reviewed; 5) information on the academic journal in which the article was published; 6) a summary of the main points of the article; 7) an objective evaluation of the article; 8) a conclusion. In addition, it is expected that student will cite the article throughout the essay, both directly and in the form of summary quotations. Each student will write his/her essay in a series of drafts outlined below, but the final essay must be between seven and nine pages long and follow MLA guidelines for citation. The final essay will count for 15% of the final grade.

V. Writing Portfolio: In order to write better essays, the class members will develop their final research papers in a series of stages. These stages, along with various writing and editing exercises, will be compiled into a portfolio that will be handed in prior to the due date of the final paper. The stages of this process to be included in this portfolio are indicated on the course calendar below. Handing in this portfolio with all the stages of the writing process will be worth 15% of the final grade.

ALL WRITTEN WORK: Students have the responsibility of handing in all formal written work (homework, essays, writing portfolio, etc.) typed on a word processor equipped with spell check and grammar check, as well as following formatting guidelines: double spaced, one-inch margins, Times New Roman style font, and 12 point sized font. All paragraphs should be indented and there ought not be additional spaces between paragraphs. Introductory material (name, course number, date, title, etc.) and the bibliography do not count toward the required length of the assignment. Students in this particular course may hand in their written work in either formal English or formal Spanish (but not a mix of both).

COURSE CALENDAR (Subject to change)

Week Date	Topic	Hitch Const	Writing Presentations	Homework
W. 1 Jan. 19	Intro. to Course:			
Jan. 21	Beginnings of Islam: Non-text book reading: Ayoub, Mahmoud. "History of the Qu'ran and the Qu'ran in History." <i>The Muslim World</i> 104 (Oct. 2014): 429-441.		Description of presentations Volunteers for first 3 pres.	
W. 2 Jan. 26	Basics Tenets of Islam: Non-text book reading: Muck, Terry. "Muhammad's Message Rests on Five Pillars." <i>National Catholic Reporter</i> (Oct. 5, 2001): 8-9.	#11	Academic articles: definitions	Brief descriptions of semester's topics
Jan. 28	Early Islamic History (pre-711): Non-text book reading: Gearon, Eamonn. "The Arab Invasions." <i>History Today</i> (June 2011): 47-52.		Make schedule of presentations 1) <i>Early Sunni/ Shi'a divide</i>	
W. 3 Feb. 2	Background on Iberia: 5 rivers, Pyrenees, Romanization, industry, Mérida, Algeciras, Gibraltar, Saragossa, Córdoba, Granada, Seville, Toledo, Basques, Visigoths, Isidore of Seville, Jewish community	1-7 Const. Book Intro. #1	Databases for finding articles 2) <i>Isidore of Seville</i>	
Feb. 4	Background on Islam: Muhammad, 632, Damascus, Caliphate, Qayrawan, 5 pillars of Islam, Ifriqiyya, Tangier, Qu'ran, Arabs, mawali, hadith, hijra, jihad, jizya	7-12 #80	Description of the portfolio 3) <i>Pilgrimage in medieval Islam & Christianity</i>	Hand in 3 search results for scholarly articles
W. 4 Feb. 9	8th-Century Invasion: Musa b. Nusayr, Tariq b. Ziyad, Julian/Ilyan, Roderic, Witiza, Basques, Berbers, Vandals, mawali	14-21 #6	4) <i>Rodrigo/ Julian in later poetry</i>	
Feb. 11	8th-Century Settlement: Abd al-Aziz, Tudmir, Jewish community, ahl adh-dhimma Urban Islam: Toledo, 5 rivers, Saragossa, Seville, Egilona/Aila Rural Settlement: Berber heterogeneity, Baladiyyun,	21-30 #7	5) <i>Role of Virgin Mary in Islam</i>	Final choice of scholarly article

	mawalis, Caliphal fifth, climate, diseases, mining			
W. 5 Feb. 16	Politics until 756 A.D.: al-Hurr (governing style), Trans-Pyrenean campaigns, Covadonga, ‘Anbasa, Al-Ghafiqi, Charles Martel, Ibn Qatan, Berber uprisings, Balj, Yamans vs. Qays/Syrians, draught	30-38 #8	6) <i>Hammam/ Baths in Muslim Spain</i>	Small-group presentation reports on scholarly articles
Feb. 18	General review 1			
W. 6 Feb. 23	Exam 1			Exam 1
Feb. 25	Establishment of Umayyads in Al-Andalus: Abd-ar-Rahman, Abbasids, flooding, Al-Fihri, Amir vs. walis, Charlemagne, <i>Chanson de Roland</i> , Great Mosque at Cordoba, qadis in Abd ar-Rahman’s reign, economy, Adoptionist heresy, Elipandus, Alcuin, Hisham, Malik b. Anas (Maliki precepts)	40-49 #15	Finding info. on authors 7) <i>Represent. of animate beings in Islamic art</i>	
W. 7 Mar. 1	9th Century: Arrabal insurrection, Talut, al-Hakam, Jewish quarter, Barcelona, famine, learning/scholarship, Muhammad b. Bashir, paper, Abbas b. Firnas, al-Ghazal (poet), Abd ar-Rahman II, nabidh/date wine, Ali b. Nafi/Ziryab, Ibn ash-Shamir, Relations w/ Byzantium, Vikings/majus	49-57 #10	Finding info. on journals 8) <i>Alcohol use in Muslim Spain</i>	
Mar. 3	Martyrs of Cordoba: Eulogius, nasara, ahl al-kitab/people of the book, musta ‘rib/mozarab, Abd ar-Rahman II, Muhammad I, revolt in Toledo, Alfonso III & the Duero, rebellion of Umar b. Hafsun, drought & famine, ‘Abd Allah, Badajoz	57-64 #12		
7-11	Spring break		Spring break	
W. 8 Mar. 15	10th Century (Early Caliphate): Abd ar-Rahman III, Caliphate, Abbasids, Fatimids, frontiers and resettlement, San Miguel de Escalada, Monastery of Sahagún, textiles, linguistic borrowings, Madina az-Zahra, Medicine, Calendar of Cordoba, Otto I of Germany, Recemundus, Arabic gospels, Poetry (Qasida, Muwashshahat, Kharja)	66-84		
Mar. 17	Later Period of Umayyad Caliphate in Cordoba: al-Hakam II, learning (science and law), al-Majriti, Arabic numerals, technology, Gerbert of Aurillac, library of al-Hakam II, Ivory	84-95 #41	Finishing first draft 9) <i>Poetry/ Moaxaja/ Muwashshahat</i>	
W. 9 Mar. 22	Era of al-Mansur 976-1002: Hisham II, Santiago’s bells, fitna, Abd al-Malik al Mazaffar and drinking, Abd al-Rahman (Sanchul, Sanchuelo), Sulayman, Ibn Hazm, <i>Ring of the Dove</i> , Ibn Shuhayd, genii, Taifa kings	95-107 #17	10) <i>Bells of Santiago</i>	First draft of essay & Self-evaluation
Mar. 24	General review 2			
W. 10 Mar. 29	Exam 2			Exam 2
Mar. 31	11th Century (first half): Abbasids of Seville, Aftasids of Badajoz, Zirids of Granada, Zawi, Habus,	113-119	11) <i>Ibn Hazm</i> 12) <i>Jewish influence</i>	

	Jewish influence, Samuel ha-Nagid, program of 1066, Almería, Alcazaba,	#18 #16		
W. 11 Apr. 5	Culture of Taifa States: Wallada, Ibn Zaydun, paper production, status of women 11th Century (second half): al-Mu'tamid, Alfonso VI, Almoravides, Khamriyya, Ghazal	119-130 #22	<i>Technologies of writing/paper</i>	Exchange of second draft of essay with editing groups
Apr. 7	El Cid: Alfonso VI, Sayyid/Sid, Campeador, Taifa of Saragossa, al-Muqtadir, Valencia	130-133 #25	13) <i>Abengalbón</i> , 14) <i>Spice trade</i>	
W. 12 Apr. 12	Berber Dynasties (Almoravids): Ibn Abdun, markets, ports, interfaith relations, Ibn Khafaja, Ibn Quzman, zajal, qasida, diwan, Aljafería of Saragossa, Translators of Toledo, John of Seville, Gerard of Cremona	137-145 #66 #39	15) <i>Ibn Quzman's poetry</i>	Peer editing session on second drafts of essays
Apr. 14	The Almohads: Ibn Tumart, Abd al-Mu'min, Ibn Mardanish (Rey lobo, Lope), Ibn Tufayal, Ibn Rushd/Averroes, Musa b. Maymun/Moses Maimonides, Las Navas de Tolosa, Fernando III of Castile, Giralda, Torre de Oro, Bayad and Riyad, food & drink & spices	145-156 #42 #44	Advice on revising drafts 16) <i>Ibn Rushd/Averroes</i>	
W. 13 Apr. 19	13th Century: Muhammad b. Nasr, Alfonso X, Night journey & Dante, James I of Aragon, Ramón Llull, Marinids, Muhammad II	161-170 #51 #68	17) <i>Muhammad's Night Journey & connections to visionary travel (not Dante)</i>	Third draft of essay with portfolio (all previous stages)
Apr. 21	14th Century: Don Juan Manuel, Ibn Battuta, Algeciras, Gibraltar, Yusuf I, Ibn Khatib, Alhambra, Ibn Zamraq, Muhammad V	170-179 #78, #79	18) <i>Gender in Muslim Spain</i> 19) <i>Cloth/ Clothing industry</i>	
W. 14 Apr. 26	15th Century: trade, silk, wool, Banu Sarraj/Abencerrajes, Sa'd, Enrique IV, Gibraltar, Isabel I of Castile, Fernando of Aragon, Muhammad XII/Boabdil, Santa Fe, Capitulations of Granada, Expulsion of the Jews, Zafra, Hernando of Talavera, Albaicín, Francisco Jimenez de Cisneros, Expulsion of the Moriscos in 1609, book burning	183-192	Revising for final draft of essay 20) <i>Book burning</i>	
Apr. 28	Legacy of Muslim Spain: uses of/rejection of Muslim Spain, Current Muslim communities, immigration from North Africa	194-196 #82, #88, #99	21) <i>Acceptance/ Rejection of Muslim past in Modern Spain</i> 22) <i>Muslims in Present-day Spain</i>	
W. 15 May 3	General review 3			Fourth/ Final draft of essay, rubrics, & article
May 5	Exam 3			Exam 3
11-15	Finals week			

End of Course