# History 220: The History of Spain, 700-1600

Block 7, 2018-2019

Thomas Commons, Berlin room

Professor Michelle Herder

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Office Hours: Mon.-Thur. 2-3pm

## Overview

This course examines Spanish history from the Arab invasion through its “Golden Age.” The two major themes that this course explores are 1) the shift from a frontier society to a colonial empire, and 2) the multi-religious, multi-cultural nature of Iberian society during this period. The course examines the dynamics of violence, competition, and coexistence, between Muslims, Christians, and Jews, as well as within Muslim and Christian society. How did those dynamics, and the ideology of Reconquest, shape Spanish society and Spain’s early colonial efforts? How has this period of Spanish history been remembered and interpreted?

National histories are frequently fraught subjects. What is the story of a nation, and how does that story influence ideas about national identity? This course explores Spanish history and identity, as well as how that history has been constructed and contested over time.

## Course meetings

We will meet daily at 9 am, usually ending at 11:30 or 12 on Mondays, Wednesdays, and Fridays and at 11 on Tuesdays and Thursdays.

A few times have been set aside for afternoon classes. Since another class uses the Berlin room in the afternoons, those afternoon sessions will take place elsewhere.

## Texts

The following texts have been ordered at the college bookstore:

* Olivia Remie Constable, ed. *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources*. 2nd edition. University of Pennsylvania Press, 2012. ISBN 978-0-8122-2168-8 **Note:** If you choose used texts, do obtain the updated second edition.
* Michael Harney, ed. and trans. *The Epic of the Cid with Related Texts*. Hackett Publishing, 2011. ISBN 978-1-60384-315-7

Additional readings will be posted to Moodle as pdfs. These are also part of the required reading. Please bring these with you to class for reference.

## Objectives

This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, communication, and intercultural literacy. The specific objectives of this course are:

* Identify and describe major events, periods, figures, and ideas in the history of medieval and early modern Spain (Knowledge, Intercultural Literacy)
* Discuss and analyze differing interpretations of Spanish history (Inquiry, Intercultural Literacy)
* Summarize, analyze, and critique scholarly work in history (Inquiry)
* Analyze historical evidence to develop interpretations of the past (Inquiry)
* Express those interpretations verbally and in writing (Communication)

## Assignments and Evaluation

Participation: Each of you should come to class prepared to take part by listening as well as sharing your questions, observations, and ideas. I will grade participation daily based on my observation of your attendance, engaged listening, and contributions to class discussions. (Communication) (10% of final grade)

Reading responses: The reading in this course is often substantial, and includes both historical documents and historical scholarship. It is important that you make the effort to engage with and reflect upon the assigned reading. Each day, I will post prompts addressing the next day’s reading. Over the course of the block, you should write eight responses to these prompts (each for a different day). (10% of final grade)

Midterm exam: This exam will test your knowledge of Spanish geography and your knowledge of terms, individuals, and themes covered in the first part of the course. (20% of final grade)

Essay: The essay asks you to develop and support an argument exploring the legend of the Cid and the realities of the Iberian frontier. (20% of final grade)

Scriptwriting exercise: In collaboration with one or two classmates, write a script for a dramatic scene presenting an aspect of *convivencia* in medieval or early modern Spain, accompanied by an explication of your choices in the script. (15% of final grade)

Final exam: The final exam will include both a take-home essay component and an in-class identification component. (25% of final grade)

## Course Schedule

All readings listed below that are not from *Medieval Iberia* or *The Epic of the Cid* will be posted to Moodle as pdfs.

### Monday, March 18: Iberia, past and present: Roman and Visigothic Spain

Introduction to course. Work on historical puzzle in groups.

### Tuesday, March 19: The Arab Conquest

Reading:

* *Medieval Iberia*: 31-53 (Accounts of the Muslim Conquest, Regulations for Non-Muslims, A Muslim-Christian Treaty, Christian Resistance)
* Nicola Clarke, “Medieval Arabic Accounts of the Conquest of Cordoba: Creating a Narrative for a Provincial Capital,” *Bulletin of the School of African and Oriental Studies, University of London* 74, no. 1 (2011): 41-57 (16 pp.)
* James L. Boone and Nancy Benco, “Islamic Settlement in North Africa and the Iberian Peninsula,” *Annual Review of Anthropology* 28 (1999): 51-71 (20 pp.)

### Wednesday, March 20: The World of al-Andalus and Early Christian Spain

Reading:

* *Medieval Iberia:* pp. 58-67, 75-92
* Jessica A. Coope, “Religious and Cultural Conversion to Islam in Ninth-Century Umayyad Córdoba,” *Journal of World History* 4, no. 1 (1993): 47-68 (21 pp.)
* D. Fairchild Ruggles, “Mothers of a Hybrid Dynasty,” *Journal of Medieval and Early Modern Studies* 34:1 (2004): 65-94 (29 pp.)

### Thursday, March 21: The World of al-Andalus and Early Christian Spain, 2

Reading:

* *Medieval Iberia*: pp. 93-130
* Richard Hitchcock, “Reflections on the Early Medieval Spanish Frontier” in G. A. Loud, ed., *The Making of Medieval History* (York Medieval Press, 2017)

### Friday, March 22: The World of the Cid

Reading:

* *Medieval Iberia*: pp. 131-147 (Conquest of Toledo, Battle of Zallaqa, Dilemma of a Granadan ruler)
* *The Epic of the Cid* books 1 and 2 (pp. 1-65)
* M. González Jiménez, “Frontier and Settlement in the Kingdom of Castile,” from Robert Bartlett and Angus MacKay, eds., *Medieval Frontier Societies* (Clarendon Press, 1989)

### Monday, March 25: The World of the Cid, 2

**9am:** View *El Cid* (1961)

**1pm, meet in Cole 212:** Meet again to discuss film and poem

Reading:

* *The Epic of the Cid* book 3 (pp. 65-105)
* Simon Barton, “El Cid, Cluny, and the Medieval Spanish Reconquista,” *The English Historical Review* 126 no. 510 (2011): 517-543
* Kevin J. Harty, “Agenda Layered Upon Agendas Anthony Mann’s 1961 Film *El Cid*,” from Nickolas Haydock and E. L. Risden, eds., *Hollywood in the Holy Land* (McFarland, 2009)
* Optional: Tom Shippey, “El Cid: Defeat of the Crescentade,” also from *Hollywood in the Holy Land*

### Tuesday, March 26: The Frontier of the Reconquest

Reading:

* *Medieval Iberia:* pp. 155-174, 203-210, 221-225
* J. Powers, *A Society Organized for War*, excerpts
* Heath Dillard, *Daughters of the Reconquest*, excerpts

**1pm, meet in Cole 212:** Optional exam review

### Wednesday, March 27

**Midterm exam**

### Thursday, March 28: Acculturation and Identity

Reading:

* *Medieval Iberia*: pp. 226-259
* Olivia Remie Constable, “Chess and Courtly Culture in Medieval Castile,” *Speculum* 82:2 (2007): 301-347
* Paul Freedman, “Cowardice, Heroism, and the Legendary Origins of Catalonia,” *Past and Present*, no. 121 (1988): 3-28

### Friday, March 29: Convivencia: Interaction and Argument

Reading:

* *Medieval Iberia*: pp. 273-297, 329-347
* James Powers, “Frontier Municipal Baths and Social Interaction in Thirteenth-Century Spain,” *The American Historical Review* 84:3 (1979): 649-667
* Elka Klein, “The Widow’s Portion,” *Viator* 31 (2000): 147-164
* Monica Green, “Conversing with the Minority,” *Journal of Medieval History* 34 (2008): 105-118

**Essay due at 5 pm**

### Monday, April 1: Convivencia: Harassment and Violence

Reading:

* *Medieval Iberia*: pp. 391-405, 411-414
* Olivia Remie Constable, *To Live Like a Moor* (University of Pennsylvania Press, 2017), ch. 4
* David Nirenberg, *Communities of Violence* (Princeton University Press, 1997), ch. 1, 5, and 7

### Tuesday, April 2

We will use the first half of class to catch up if we’ve gotten behind with any material, and the second half to work on the scriptwriting assignment.

### Wednesday, April 3: Conversion

Reading:

* Alexandra Guerson, “Seeking Remission: Jewish Conversion in the Crown of Aragon, c. 1378-1391,” *Jewish History* 24:1 (2010): 33-52
* Philippe Wolff, “The 1391 Pogrom in Spain: Crisis or Not?” *Past and Present* 50 (1971): 4-18
* Angus MacKay, “Popular Movements and Pogroms in Fifteenth-Century Castile,” *Past and Present* 51 (1972): 33-67
* Mark D. Meyerson, “Aragonese and Catalan Converts at the Time of the Expulsion,” *Jewish History* 6:1-2 (1992): 131-149

### Thursday, April 4: Inquisition and Expulsion

Reading:

* *Medieval Iberia:* pp. 482-491, 508-524
* Thomas Devaney, “Virtue, Virility, and History in Fifteenth-Century Castile,” *Speculum* 88:3 (2013): 721-49
* Stephen Haliczer, “The Castilian Urban Patriciate and the Jewish Expulsions of 1492,” *The American Historical Review* 78:1 (1973): 35-62
* Henry Kamen, *The Spanish Inquisition* (London, 1997), ch. 3 and 4
* Renee Melammed, *Heretics or Daughters of Israel?* (Oxford University Press, 1999), ch. 4
* Optional: Benzion Netanyahu, *The Origins of the Inquisition* (Random House, 1995), excerpts

### Friday, April 5: Habsburg Spain as a Global Power

Reading:

* *Medieval Iberia*, pp. 535-547
* J. H. Elliott, “The Mental World of Hernán Cortés,” *Transactions of the Royal Historical Society*, 1966
* Nancy van Deusen, “Seeing *Indios* in Sixteenth-Century Castile,” *The William and Mary Quarterly* 69:2 (2012): 205-234

**Scripts due at 6 pm Sunday, April 7**

### Monday, April 8: Scripts

Present scripted scenes

### Tuesday, April 9: Conclusions

Reading:

* Carla Rahn Phillips, “Time and Duration: A Model for the Economy of Early Modern Spain,” *The American Historical Review* 92:3 (1987): 531-562

We may catch up with any material postponed from previous classes. Final discussions and review.

### Wednesday, April 10: Final exam

**9 am:** In-class portion of **final exam**

**Take-home portion of final exam due at 5 pm**

## Policies

Disabilities: My goal is for every student to have the opportunity to succeed in this course, and I am happy to make reasonable accommodations for students with disabilities. College policy requires that all accommodated disabilities be documented with the Coordinator of Academic Support, and that the instructor be notified within the first three days of class. Therefore, please contact me as soon as possible if you need accommodations. The official college policy follows:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Electronics and the learning environment: To ensure that everyone in the class has the opportunity to learn, please avoid conduct that may be disruptive or distracting to others. Phones, music players, and other electronic devices should be turned off or silenced during class. Laptops, netbooks, iPads, and other tablet devices may be used for note-taking or referring to online source materials, but I reserve the right to ask you to turn them off.

Submitting assignments: Most written assignments should be turned in electronically, through Moodle. I will create links on the Moodle site for you to use in submitting your work. Please use Microsoft Word format (either .doc or .docx files are fine), or save your work as a .rtf or .pdf file. I cannot always access files in other formats (Mac users, please take note); it is your responsibility to give the work to me in a form I can read. Please do not send me work via email unless I have specifically given permission for you to do so.

Absences: Attending class, by itself, does not count as part of your grade. Participation does, which means you should be not only present in class frequently, but prepared, engaged, and contributing to discussion in class.

I understand that sometimes you may have to miss class due to illness or other issues. Missing up to two classes will not affect your participation grade.

If you miss class, you should complete all assigned work for that day, obtain notes for the missed class from a classmate, and then see me if you wish to discuss what you missed. If you are missing class due to an athletics or other co-curricular obligation, please inform me as soon as you are aware of the upcoming absence. In other circumstances, I appreciate your informing me of your absence as a courtesy.

Academic honesty: It is vital to an academic enterprise both that you complete your own work, and that you acknowledge how the work of others has informed your thinking. We all build our own ideas on the thinking and research of others; what is important is to give credit to others when it is due. If you are uncertain about whether, how, or when to cite something, please discuss it with me. The following is the college’s official statement on the subject:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

In this course, the consequence of plagiarism is a grade of 0 either on the assignment or for the course, depending on the severity of the plagiarism.

## Explanation of Grade Scale

I use the following standards to assign letter grades to major assignments. Plus and minus grades indicate variation within each category. Each assignment description will also contain an explanation of its specific criteria for evaluation.

* F (Below 60): Work which does not meet the basic requirements of the assignment, including work which is incomprehensible, or which ignores the assignment instructions and course topics. Plagiarized work will receive an F.
* D (60-69): Work which completed the assignment in a perfunctory way, but which shows no evidence of original thought, is very difficult to understand, or contains serious factual errors.
* C (70-79): Work which is acceptable, shows an understanding of the factual content of the course and some effort at original thinking. Writing may be awkward and poorly organized, but I can still understand it. Factual mistakes are common or easily understandable.
* B (80-89): Good work, which contains clear original thinking, a solid understanding of the factual content of the course, and has few errors in writing.
* A (90-100): Exceptional work, which demonstrates a mastery of factual course content, original thinking, sophisticated handling of historical evidence, and lively, skilled writing.