

**HIEU 164/264: Special Topics in Early Modern Europe**  
***Race in Early Modern Iberia, 1250-1614***  
**University of California-San Diego**  
**Fall Quarter 2018**

**CLASS SCHEDULE:**            Th 8:00 a.m.-10:50 a.m.                            HSS 6008

**PROFESSOR:** Andrew Devereux, Ph.D.

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Office Hours: Mondays, Wednesdays, & Fridays, 11:00 a.m.-12:00 p.m., in my office.

I am also available for meetings outside of my normal office hours by appointment.

**Course web site:** via Tritoned. Visit <http://tritoned.ucsd.edu>

The course website contains a copy of the syllabus, outlines, assignments, and PowerPoints. To set up a Tritoned account for the first time, go to:

<http://iwdc.ucsd.edu/students.shtml>

**Supplementary Resources:** The Teaching and Learning Commons is available for individual writing appointments: <http://commons.ucsd.edu/students/writing/index.html>

**COURSE DESCRIPTION/PRINCIPAL TOPICS:**

How do we think about racial and ethnic difference? What is the relationship between religious identity and ethnic or racial identity? Can historical case studies help us to address these questions? This course will examine the construction of religious and ethnic difference in Spain, Portugal, and their overseas possessions, from the thirteenth century up to the seventeenth century.

Beginning with the Middle Ages, HIEU 164/264 will explore the relationships among Jews, Muslims, and Christians in the Kingdoms of the Iberian Peninsula (modern Spain and Portugal). From here, we will move south and west to examine the earliest interactions between Europeans and a variety of peoples inhabiting the southern latitudes of the globe: first the Canary Islanders (1300s), then West Africans (1400s) and, after 1492, the American Indians.

Students in HIEU 164/264 will read a variety of primary and secondary sources that elucidate shifting European constructions of religious and racial difference across the pivotal thirteenth through seventeenth centuries, in both Mediterranean and Atlantic settings, helping to shed light on a period that ushered in modern categories of racial and ethnic constructs. Readings will address the Iberian Peninsula in the context of Spain and Portugal's global empires, and will examine Spanish and Portuguese efforts to come to terms with their own Islamic past even as the Crowns propagated increasingly exclusionary statements of Catholic identity.

### **LEARNING OUTCOMES:**

Students in HIEU 164/264 will develop a sound grasp of the overarching historical narrative of late medieval and early modern Spanish and Portuguese history, including pivotal events such as the end of Islamic rule in Iberia, the expulsions of Jews and Muslims, and the establishment of overseas colonies.

Throughout the Quarter, students will read a range of primary and secondary sources that engage with religious and ethnic diversity in the Iberian World, ca. 1200s-1600s. In the process, students will develop an understanding of the religious pluralism that characterized medieval Iberia. Subsequent to this, students will examine how the *modus vivendi* for operating within such a pluralistic society changed during the later Middle Ages and how categories of difference became more “racialized.” Along the way, students will examine how these transformations occurred concurrently with Iberians’ first overseas contacts with non-European (and non-Abrahamic) populations.

Students will learn to interrogate the ways identities are constructed, in both the pre-modern and the modern world, re-thinking the way religious and racial boundaries are created and enforced.

Students will read, interpret, and analyze a variety of primary source documents. Students will also be exposed to historical scholarship in readings and in lectures, becoming acquainted with relevant debates in the secondary literature and learning how to evaluate historical arguments. Critical thinking and analysis will be emphasized.

Students will practice their analytical writing by conducting their own historical investigations in the form of essays. In addition to improving writing skills, students will practice public speaking skills by participating in the colloquium’s seminar-style discussions.

### **REQUIRED TEXTS (available for purchase at university bookstore):**

- 1) *“The Abencerraje” and “Ozmín and Daraja”*: Two Sixteenth-Century Novellas from Spain, translated by Barbara Fuchs, Larissa Brewer-Garcia, and Aaron J. Ilika (Philadelphia: University of Pennsylvania Press, 2014)
- 2) *Early Modern Spain: A Documentary History*, edited by Jon Cowans (Philadelphia: University of Pennsylvania Press, 2003)
- 3) Lewis Hanke, *All Mankind is One: A Study of the Disputation Between Bartolomé de Las Casas and Juan Ginés de Sepúlveda on the Religious and Intellectual Capacity of the American Indians* (DeKalb: Northern Illinois Univ. Press, 1994)
- 4) Mary Elizabeth Perry, *The Handless Maiden: Moriscos and the Politics of Religion in Early Modern Spain* (Princeton: Princeton University Press, 2005)

### **ADDITIONAL REQUIRED READINGS, to be posted on course website:**

David Abulafia, *The Discovery of Mankind: Atlantic Encounters in the Age of Columbus* (New Haven: Yale University Press, 2008) [selected chapters]

Debra Blumenthal, *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia* (Ithaca: Cornell University Press, 2009) [selected chapters]

- Benjamin Braude, "The Sons of Noah and the Construction of Ethnic and Geographical Identities in the Medieval and Early Modern Periods," *The William and Mary Quarterly*, Vol. 54, No. 1 (January 1997), pp. 103-142.
- Andrew Devereux, "Declared Enemies and Pacific Infidels: Spanish Doctrines of 'Just War' in the Mediterranean and Atlantic," in *Empire & Exceptionalism*. A special forum for *Republics of Letters* (Stanford University, Division of Literatures, Cultures, and Languages) Volume 6, Issue 1 (February 2018)
- Richard Fletcher, *Moorish Spain* (Berkeley & Los Angeles: University of California Press, 1992) [selections]
- Mercedes García-Arenal, "The Religious Identity of the Arabic Language and the Affair of the Lead Books of the Sacromonte of Granada," *Arabica*, T. 56, Fasc. 6 (October 2009), pp. 495-528.
- A. Katie Harris, "Forging History: The *Plomos* of the Sacromonte of Granada in Francisco Bermúdez de Pedraza's *Historia Ecclesiastica*," *The Sixteenth-Century Journal*, vol. 30, no. 4 (Winter, 1999): 945-966.
- Geraldine Heng, "The Invention of Race in the European Middle Ages (Part I: Race Studies, Modernity, and the Middle Ages) and (Part II: Locations of Medieval Race)," *Literature Compass* 8/5 (2011): 258-293.
- Ibn Khaldun, *The Muqaddimah: An Introduction to History*, Translated from the Arabic by Franz Rosenthal (Princeton: Princeton University Press, 1969) [selections]
- María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford: Stanford University Press, 2008)
- Medieval Iberia: Readings From Christian, Muslim, and Jewish Sources* (2<sup>nd</sup> Edition), edited by Olivia Remie Constable (Philadelphia: University of Pennsylvania Press, 2012) [selected documents]
- David Nirenberg, "Was There Race Before Modernity? The Example of 'Jewish' Blood in Late Medieval Spain," in *The Origins of Racism in the West*, ed. Miriam Eliav-Feldon, Benjamin Isaac, & Joseph Ziegler (Cambridge: Cambridge University Press, 2009)
- Alex Novikoff, "Between Tolerance and Intolerance in Medieval Spain: An Historiographic Enigma," *Medieval Encounters* 11.1-2 (2005): 7-36.
- Kenneth Baxter Wolf, "The 'Moors' of West Africa and the Beginnings of the Portuguese Slave Trade," *Journal of Medieval and Renaissance Studies* 24, no. 3 (Fall 1994): 449-469.

**COURSE WORK/EXPECTATIONS:**

Minute Papers / Class Participation	(20%)
Document Analysis (3-5 pp.)	(25%)
Oral Presentation (5-10 minutes)	(20%)
Research Paper (12-15 pp.)	(35%)

- 1) "Minute papers," a chance for students to spend a few minutes writing down their thoughts and questions about each week's topic, will be done in every class meeting. They will be handed in to the professor, but they will not be graded.

Rather, consistent attendance and submission of “Minute papers” will ensure a strong class participation grade.

- 2) Document analysis – early in the quarter students will choose one primary source document from our assigned readings. Each student will conduct a thorough analysis of his/her chosen document, analyzing aspects of its composition/production, its transmission down through the centuries, its genre, what the document tells us, and what the document’s silences might reveal as well.
- 3) Oral presentation – each student will choose one week’s readings on which to give an oral presentation to the class. This presentation can include visual media such as PowerPoint, video, etc., although those are by no means necessary for a strong presentation. The presentation should take a holistic approach to the week’s readings, tracing the theme(s) that unites the selections and delving into the arguments and historiographical debates raised by that week’s readings. In other words, the task here is not to summarize the readings (except where that is necessary to make a point), but rather to demonstrate the ways different readings relate to one another, and to pose questions that facilitate that day’s discussion.
- 4) Research Paper – this research paper will be a quarter-long endeavor, due on Tuesday of finals week (December 11, 2018). Ideally, the work you do for your Document Analysis and for your Oral Presentation should serve as building blocks for your Research Paper. I will distribute prompts for possible paper topics, but you are free to develop your own topic so long as you clear it with me. You will be expected to draw on a combination of primary sources and modern scholarship. You are more than welcome to draw on readings and documents assigned for this class, but you will also be expected to bring in outside sources that you discover through your own research.

**POLICY ON LATE WORK/ MISSED ASSIGNMENTS:** Students are expected to complete each assignment in a timely fashion. Failure to do so will result in a lowering of the grade on the late assignment by one third (1/3) of a letter grade for each business day the assignment is late. In the event that a student encounters a problem that prevents her/him from completing an assignment on time, you must email the professor as soon as possible (and before the due date) to discuss a solution.

***Reading Assignments:*** Readings are to be completed by the class meeting for which they are assigned. Your full participation in the colloquium will not be possible if you have not completed the readings. It is imperative that students read thoroughly for class and arrive prepared to participate in a seminar-style discussion. The demonstration of close reading and preparation in these discussions will be a key component of your attainment of the Learning Outcomes and your overall success in the course.

**Some Tips on How to Read for Class:**

Each week’s readings are organized around a theme, or themes. It is helpful to develop strategic reading skills.

When reading an entire book, read the introduction carefully; it will tell you what position the author is taking vis-à-vis earlier scholarship, what his/her argument is, and what historiographical debates s/he is engaging in. In reading the rest of the chapters,

you can then evaluate a) what kinds of evidence, or sources, the author uses to make her/his argument; b) how the chapters are organized to “build” an argument; and c) how convincing you found the case.

As you compare different readings throughout the course of the quarter, keep asking yourself these questions: do the authors take different positions on the same issue, revealing an important debate? Or do the different readings provide different case studies, draw on different evidence, etc.? If so, how might divergent source bases determine the conclusions different authors reach?

It is also immensely helpful to spend some time before each class meeting going over your notes for all the readings. This will help you to clarify your grasp of the important questions each author raises, and to fit each week’s reading into the broader framework (scaffolding) of the whole quarter’s assigned readings.

**Grading scale for this class:**

94-100 = A	86-89 = B+	76-79 = C+	66-69 = D+
90-93 = A-	83-85 = B	73-75 = C	63-65 = D
	80-82 = B-	70-72 = C-	60-62 = D-

**EMAIL COMMUNICATION:** At times I will communicate with the entire class using campus email systems, so it is essential that you regularly check your ucsd.edu email address or forward your institutional account email to your preferred email address (such as gmail). You should feel free to contact me by email, but in doing so you should think of this class as a professional workspace. The way you compose your email should reflect that environment, and each email communication should contain a clearly stated purpose, or question, that relates to your work in this class.

**POLICY ON LAPTOPS, TABLETS, PHONES, ETC.:** Students may use laptops or tablets in class to take notes and/or to consult course readings. That said, please make the class setting and discussion the focus of your attention, and do not use devices for non-class applications. Use of non-class applications distracts you and your colleagues from the task at hand. Phones should be set to “silent” or “off” during class, and are not to be used.

**ACADEMIC INTEGRITY:** Every student will be expected to produce work that is his/her own intellectual work, and to respect the intellectual property of others. Plagiarism will not be tolerated. Plagiarism is the use of another person’s ideas and/or words as if they were your own, that is, without citing the source and clearly indicating what text is borrowed or adapted from it. Plagiarism can be active and intended to deceive or passive and inadvertent, often the result of sloppy note-taking and hasty writing. The following is how Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams define plagiarism in their book *The Craft of Research* (Chicago: University of Chicago Press, 1995), p. 167: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person. You plagiarize even when

you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if you placed your work next to the source, you would see that you could not have written what you did without the source at your elbow. When accused of plagiarism, some writers claim *I must have somehow memorized the passage. When I wrote it, I certainly thought it was my own.* That excuse convinces very few.”

The University requires both faculty and students to honor the integrity of scholarship, and faculty are required to report any suspicion of cheating, collusion or plagiarism to the Academic Integrity Coordinator. For University guidelines see:

<http://www-senate.ucsd.edu/manual/appendices/app2.htm>:

For History Department guidelines:

<http://historyweb.ucsd.edu/pages/undergraduate/Current/plagiarism.htm>

**SPECIAL ACCOMMODATIONS:** Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged.

You may contact the OSD for further information:

Phone: 858.534.4382

Email: [osd@ucsd.edu](mailto:osd@ucsd.edu)

Website: <http://disabilities.ucsd.edu>

**The Office for the Prevention of Harassment & Discrimination (OPHD)** provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>

**NOTE:** The syllabus you have in your hand is a tentative plan for the quarter. The professor reserves the right to adjust reading and writing assignments, including due dates, if he feels it is warranted. In such an event, the professor will notify students in writing of any changes.

**Provisional Schedule of Readings**  
(Subject to change at professor's discretion)

**Week 1:** *Introduction: Iberia in the High Middle Ages*

**Thursday September 27:** Introduction to course material (no assigned readings)

In-class writing exercise and discussion about religion, race, and constructions of identity

UNIT 1:  
WAS THERE RACE IN THE MIDDLE AGES?  
(WEEKS 2-4)

**Week 2:** *Did Race Exist Before Modernity?*

**Thursday October 4:** Richard Fletcher, *Moorish Spain* (Berkeley & Los Angeles: University of California Press, 1992), Chapter 1: "Romance and Reality" [available on website]

Alex Novikoff, "Between Tolerance and Intolerance in Medieval Spain: An Historiographic Enigma," *Medieval Encounters* 11.1-2 (2005): 7-36. [available on website]

David Nirenberg, "Was There Race Before Modernity? The Example of 'Jewish' Blood in Late Medieval Spain," in *The Origins of Racism in the West*, ed. Miriam Eliav-Feldon, Benjamin Isaac, & Joseph Ziegler (Cambridge: Cambridge University Press, 2009) [available on website]

**Recommended** (especially for those enrolled in HIEU 264):

María Elena Martínez, *Genealogical Fictions: Limpieza de Sangre, Religion, and Gender in Colonial Mexico* (Stanford: Stanford University Press, 2008), particularly the Intro (pp. 1-21) and Chapters 1-3 (pp. 25-87)

**Assignment for Document Analysis, due in Week 4, will be distributed this week.**

**Week 3:** *Law and Society in a Multi-Confessional Land*

**Thursday October 11:** Geraldine Heng, "The Invention of Race in the European Middle Ages (Part I: Race Studies, Modernity, and the Middle Ages) and (Part II: Locations of Medieval Race)," *Literature Compass* 8/5 (2011): 258-293. [available on website]

"Regulations for Non-Muslims Under Islamic Rule: The Pact of Umar"  
(document 7 from *Medieval Iberia*, edited by O.R. Constable, pp. 43-44)

“A Muslim-Christian Treaty: The Treaty of Tudmir” (document 8 from *Medieval Iberia*, edited by O.R. Constable, pp. 45-46)

“Slavery in Castile” (document 65 from *Medieval Iberia*, edited by O.R. Constable, pp. 393-398)

“The Legal Status of Jews and Muslims in Castile” (document 66 from *Medieval Iberia*, edited by O.R. Constable, pp. 399-405)

“Muslims and Christians in Valencia” (document 83 from *Medieval Iberia*, edited by O.R. Constable, pp. 491-495) [all documents available on website]

**Prompts for Research Paper (due December 11, 2018) will be distributed this week.**

**Week 4: *The Origins of Atlantic Slavery***

**Thursday October 18:** Kenneth Baxter Wolf, “The ‘Moors’ of West Africa and the Beginnings of the Portuguese Slave Trade,” *Journal of Medieval and Renaissance Studies* 24, no. 3 (Fall 1994): 449-469. [available on website]

Debra Blumenthal, *Enemies and Familiars: Slavery and Mastery in Fifteenth-Century Valencia* (Ithaca: Cornell University Press, 2009): Introduction, and Chapter 1: Defining *De Bona Guerra* [available on website]

Ibn Khaldun, *The Muqaddimah An Introduction to History*, Translated from the Arabic by Franz Rosenthal (Princeton: Princeton University Press, 1969), pp. 45-69. [available on website]

**Recommended** (especially for those enrolled in HIEU 264):

Benjamin Braude, “The Sons of Noah and the Construction of Ethnic and Geographical Identities in the Medieval and Early Modern Periods,” *The William and Mary Quarterly*, Vol. 54, No. 1 (January 1997), pp. 103-142. [available on website]

**Document Analysis due in class, Thursday, October 18.**

UNIT II:  
ENCOUNTERS WITH GENTILES  
(WEEKS 5-6)

**Week 5: *The Age of Exploration***

**Thursday October 25:** David Abulafia, *The Discovery of Mankind: Atlantic Encounters in the Age of Columbus*, Chapters 1-2; Chapters 4-5 (on Canary Islanders); Chapter 8 (on Africa); Chapters 9-10 (on the Caribbean) [available on website]



Christopher Columbus, "Letter on the New World," document #7 in *Early Modern Spain: A Documentary History*, edited by Jon Cowans (Philadelphia: University of Pennsylvania Press, 2003) (pp. 28-33)

"The Requirement," document #8 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 34-36)

Bernal Díaz del Castillo, *The Conquest of Mexico*, document #9 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 37-45)

Juan Ginés de Sepúlveda, "Just War in the Indies," document #13 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 58-63)

**Recommended** (especially for those enrolled in HIEU 264):

Andrew Devereux, "Declared Enemies and Pacific Infidels: Spanish Doctrines of 'Just War' in the Mediterranean and Atlantic," in *Empire & Exceptionalism*. A special forum for *Republics of Letters* (Stanford University, Division of Literatures, Cultures, and Languages) Volume 6, Issue 1 (February 2018):

<https://arcade.stanford.edu/rofl/declared-enemies-and-pacific-infidels-spanish-doctrines-%E2%80%9Cjust-war%E2%80%9D-mediterranean-and-atlantic>

**Week 6:** *Children of Adam and Eve?*

**Thursday November 1:** Lewis Hanke, *All Mankind is One: A Study of the Disputation Between Bartolomé de Las Casas and Juan Ginés de Sepúlveda on the Religious and Intellectual Capacity of the American Indians* (DeKalb: Northern Illinois University Press, 1994), pp. 3-112.

### UNIT III: THE MORISCO CENTURY (1492-1614) (WEEKS 7-10)

**Week 7:** *1492: The End of an Era?*

**Thursday November 8:** "Surrender Treaty of the Kingdom of Granada," document #4 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 15-19)

Ferdinand and Isabella, "Decree of Expulsion of the Jews," document #5 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 20-23)

Francisco Núñez Muley, "A Morisco Plea," document #25 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 105-109)

*Medieval Iberia*, edited by O.R. Constable, document #88 (The Expulsion of Muslims from Castile & León in 1502, pp. 535-539); document #89 (Morisco Appeal to the Ottoman Sultan, pp. 540-546) [**available on website**]

"*The Abencerraje*" and "*Ozmin and Daraja*": *Two Sixteenth-Century Novellas from Spain*, translated by Barbara Fuchs, Larissa Brewer-Garcia, and Aaron J. Ilika

(Philadelphia: University of Pennsylvania Press, 2014): Read ***ONLY*** documentary appendices, pp. 111-132!

**Week 8: *An Involuntary Migration***

**Thursday November 15:** Mary Elizabeth Perry, *The Handless Maiden: Moriscos and the Politics of Religion in Early Modern Spain* (Princeton: Princeton University Press, 2005)

**Week 9: *Maurophilia***

**Thursday November 29:** “*The Abencerraje*” and “*Ozmín and Daraja*”: *Two Sixteenth-Century Novellas from Spain*, translated by Barbara Fuchs, Larissa Brewer-García, and Aaron J. Ilika (Philadelphia: University of Pennsylvania Press, 2014): Read ***BOTH*** novellas: “*The Abencerraje*” (pp. 27-46) and “*Ozmín & Daraja*” (pp. 47-89).

**Week 10: *Re-writing the Past***

**Thursday December 6:** A. Katie Harris, “Forging History: The *Plomos* of the Sacromonte of Granada in Francisco Bermúdez de Pedraza’s *Historia Ecclesiastica*,” *The Sixteenth-Century Journal*, vol. 30, no. 4 (Winter, 1999): 945-966. [**available on website**]

Francisco Bermúdez de Pedraza, “The Moriscos of Granada,” document #33 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 143-144)

Philip III, “Decree of Expulsion of the Moriscos,” document #34 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 145-148)

The Archbishop of Seville, “On the Expulsion of the Moriscos,” document #35 in *Early Modern Spain: A Documentary History*, ed. J. Cowans (pp. 149-151)

**Recommended** (especially for those enrolled in HIEU 264):

Mercedes García-Arenal, “The Religious Identity of the Arabic Language and the Affair of the Lead Books of the Sacromonte of Granada,” *Arabica*, T. 56, Fasc. 6 (October 2009), pp. 495-528. [**available on website**]

**Research Papers due to me by Tuesday, December 11, 2018**