

**HIEU 144: Topics in European History**  
***At the Center of the World: The Mediterranean, 1347-1799***  
**University of California-San Diego**  
**Fall Quarter 2018**

**CLASS SCHEDULE:**            MWF 10:00 a.m.-10:50 a.m.            WLH 2207

Final Exam:                            Friday, December 14, 8:00 a.m. – 11:00 a.m.

**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:**

What is the Mediterranean? Geographically, it is the sea bordered by Europe, Asia, and Africa. Culturally and religiously, it is the zone where Greco-Roman, Jewish, Christian, and Islamic cultures have developed, flourished, and interacted with one another through the centuries. But is this sea best understood as a zone of contact and exchange? Or is it a frontier, a chasm separating Europe from Africa, Christendom from Islam, the West from the East?

This class will address these questions through the study of primary sources and modern scholarship that elucidate the history of the Mediterranean in the early modern period. Beginning with the arrival of the Black Death in 1347, the course will look at the rise of the early modern rivalry between Spain and the Ottoman Empire, address topics such as religious pilgrimage, captive-taking, and slavery, and will conclude with Napoleon's invasion of Egypt.

In the twenty-first century, when images of sunny tourist meccas and the migration of refugees across the Mediterranean are jarringly juxtaposed against one another, this course will explore the early modern era to see what that period can teach us about the Mediterranean in the twenty-first century.

**LEARNING OUTCOMES:** Students in HIEU 144 will develop a command of the general trajectory of Mediterranean history from the era of social and religious crisis brought about by the Black Death, through the early modern imperial rivalries between Spain, France, and the Ottoman Empire, and culminating with Napoleon's quixotic invasion of Egypt, an act that betrayed elements of Enlightenment scientific curiosity as well as the horrors of colonial aggression.

Along the way, students will read and analyze a range of primary source documents and modern scholarship. They will use these as they develop their own historical arguments and scholarly interpretations in their written work.

These exercises will assist the students in honing their writing skills as they practice communicating complex ideas and concepts succinctly and concisely.

Moreover, students will develop empathy for the historical figures they study, learning to understand them according to the time and place in which each lived.

By the end of the Quarter, students will come away with improved writing skills, the ability to conduct scholarly research, as well as an understanding of the historical processes behind modern concepts such as "orientalism" or a "clash of civilizations."

For the program outcomes adopted by the Department of History, see:  
[https://academicaffairs.ucsd.edu/\\_files/ug-ed/asmnt/lo-programs/WASC\\_7.1\\_HIST\\_2015.pdf](https://academicaffairs.ucsd.edu/_files/ug-ed/asmnt/lo-programs/WASC_7.1_HIST_2015.pdf)

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

- 1) Juan Cole, *Napoleon's Egypt: Invading the Middle East*. (Palgrave Macmillan, 2008)
- 2) Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008)
- 3) Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (Baltimore: The Johns Hopkins University Press, 1992)

**ADDITIONAL REQUIRED READINGS, to be posted on Tritoned:**

Primary Sources:

Ibn Battutah, *The Travels of Ibn Battutah*, edited by Tim MacKintosh-Smith (Macmillan UK, 2003)

Miguel de Cervantes Saavedra, *The Captive's Tale = La historia del cautivo*. Translated with introduction and notes by Donald P. McCrory (Warminster: Aris & Phillips, 1994); Alternate edition: Cervantes, Miguel de. *Don Quixote de la Mancha*. Translated by Samuel Putnam (New York: The Modern Library, 1998)

*Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*. Edited and translated by Richard L Kagan & Abigail Dyer (Baltimore: The Johns Hopkins University Press, 2004)

Ibn Khaldun, *The Muqaddimah: An Introduction to History*. Translated from the Arabic by Franz Rosenthal (Princeton: Princeton University Press, 1969)

*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)

Secondary Sources:

*A Faithful Sea: The Religious Cultures of the Mediterranean, 1200-1700*. Edited by Adnan A. Husain and K.E. Fleming (Oxford: Oneworld, 2007)  
Bernard Lewis, *Istanbul and the Civilization of the Ottoman Empire* (Norman: University of Oklahoma Press, 1963)  
*The Mediterranean in History*, edited by David Abulafia (London: Thames & Hudson Ltd., 2003)  
*Re-Orienting the Renaissance: Cultural Exchanges with the East*. Edited by Gerald MacLean (New York: Palgrave MacMillan, 2005)

**COURSE WORK/EXPECTATIONS:**

Map Exercise	(15%)
Minute Papers / Class Participation	(20%)
Essay (5-7 pp.)	(30%)
Final Exam	(35%)

- 1) The map exercise will entail your location of a list of cities and geographical features on a blank map of the Mediterranean. You will be given the blank map and you may use print or on-line resources to locate the listed places.
- 2) "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.
- 3) Essay – this 5-7-page paper will be an exercise in crafting and defending a scholarly historical argument by drawing on evidence you gather from the assigned readings. Ideally, the weekly writing you do for your Minute Papers should help you to organize your thoughts, thus serving as a foundation, or building blocks, for your Essay. I will distribute prompts for 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.
- 4) Final Exam – given on the Friday of Finals week, the Final Exam will be cumulative, covering the entire Quarter. It will contain several different sections, including a short answer/ID section as well as an essay section.

**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 discussion sections 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 Expected 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 university account email to your preferred email address. 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. I reserve the right to adjust reading and writing assignments, including due dates, if I feel it is warranted. In such an event, I will notify students in writing of any changes.

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

**Introduction:** *What is the Mediterranean?*

**Friday September 28:** Introduction to course material (no assigned readings)

**Week 1:** *Conceptual Frameworks of Mediterranean History*

**Monday October 1:** *The Mediterranean in History* (ed. by David Abulafia): Introduction (pp. 11-32) [**available on Tritoned**]

**Wednesday October 3:** William Dalrymple, "Forward: The Porous Frontiers of Islam and Christendom: A Clash or Fusion of Civilisations?" in *Re-Orienting the Renaissance: Cultural Exchanges with the East*. Edited by Gerald MacLean (New York: Palgrave MacMillan, 2005), pp. ix-xxiii. [**available on Tritoned**]

**Friday October 5:** Adnan A. Husain, "Introduction: Approaching Islam and the Religious Cultures of the Medieval and Early Modern Mediterranean," in *A Faithful Sea: The Religious Cultures of the Mediterranean, 1200-1700*. Edited by Adnan A. Husain and K.E. Fleming (Oxford: Oneworld, 2007), pp. 1-26. (**Focus especially on pp. 1-12; pp. 22-23**). [**available on Tritoned**]

**Week 2:** *The Mediterranean as Entrepôt*

**Monday October 8:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008) [**Available for purchase at University bookstore**], read Introduction + Chapter 1 (pp. 1-49)

**Wednesday October 10:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008), read Chapter 2 (pp. 50-75).

**Friday October 12:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008), read Chapter 3 (pp. 76-103).

**Week 3:** *What Does Our Food Say About Us?*

Assignment: **Map exercise due October 17.**

**Monday October 15:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008), read Chapter 6 (pp. 146-163)

**Wednesday October 17:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008), read Chapter 7 (pp. 164-192)

**Friday October 19:** Paul Freedman, *Out of the East: Spices and the Medieval Imagination* (New Haven: Yale University Press, 2008), read Chapter 8 + Conclusion (pp. 193-225)

**Week 4:** *Religious Cultures of the Mediterranean*

**Monday October 22:** Ibn Battutah, *The Travels of Ibn Battutah*, edited by Tim MacKintosh-Smith (Macmillan UK, 2003) Read the author's first journey to Mecca (pp. 1-57) [available on Tritoned]

**Wednesday October 24:** Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (Baltimore: The Johns Hopkins University Press, 1992), [Available for purchase at University bookstore], Chapters 1-10 (pp. 1-27).

**Friday October 26:** Ginzburg, *The Cheese and the Worms*, Chapters 11-23 (pp. 27-51)

**Week 5:** *Belief Systems Among the Peasantry*

**Monday October 29:** Ginzburg, *The Cheese and the Worms*, Chapters 24-37 (pp. 51-75)

**Wednesday October 31:** Ginzburg, *The Cheese and the Worms*, Chapters 38-49 (pp. 75-101)

**Friday November 2:** Ginzburg, *The Cheese and the Worms*, Chapters 50-62 (pp. 101-128)

**Week 6:** *Expansion and State-building*

**Monday November 5:** Bernard Lewis, *Istanbul and the Civilization of the Ottoman Empire* (Norman: University of Oklahoma Press, 1963) – Read Chs. 1-2 (pp. 3-35) [available on Tritoned]

**Wednesday November 7:** Bernard Lewis, *Istanbul and the Civilization of the Ottoman Empire* (Norman: University of Oklahoma Press, 1963) – Read Ch. 5 (pp. 96-144) [available on Tritoned]

**Friday November 9:** “The Christian Conquest of Granada”; “The Expulsion of the Jews”; and “Morisco Appeal to the Ottoman Sultan” in *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), pp. 496-523; pp. 540-546. [available on Tritoned]

**Week 7:** *A Sea of Faith?*

**Wednesday November 14:** Molly Greene, “Resurgent Islam,” in *The Mediterranean in History*, edited by David Abulafia (London: Thames & Hudson Ltd., 2003), pp. 219-249. [available on Tritoned]

**Friday November 16:** *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics*, edited and translated by Richard L. Kagan & Abigail Dyer (Baltimore: The Johns Hopkins University Press, 2004), “Renegade Jew: Luis de la Ysla,” pp. 21-35. [available on Tritoned]

**Week 8:** *Involuntary Travelers: Captive-taking and Slavery in the Mediterranean*

**Monday November 19:** Miguel de Cervantes Saavedra, *The Captive’s Tale* = *La historia del cautivo*. Translated with introduction and notes by Donald P. McCrory (Warminster: Aris & Phillips, 1994) [available on Tritoned]; Alternate edition: “The Captive’s Story,” in Miguel de Cervantes, *Don Quixote de la Mancha*. Translated by Samuel Putnam (New York: The Modern Library, 1998), pp. 404-445.

**Wednesday November 21:** R.L. Kagan & Abigail Dyer, eds., *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics* (Baltimore: The Johns Hopkins University Press, 2004), “A Captive’s Tale: Diego Díaz,” pp. 119-151. [available on Tritoned]



**Week 9: *Napoleon in Egypt: The Last Crusader?***

Assignment: **Essays (5-7 pp.) due Friday, November 30.**

**Monday November 26:** Juan Cole, *Napoleon's Egypt: Invading the Middle East* (Palgrave Macmillan, 2008) [**Available for purchase at University bookstore**], Chapters 1-2 (pp. 1-44)

**Wednesday November 28:** Juan Cole, *Napoleon's Egypt: Invading the Middle East* (Palgrave Macmillan, 2008) Chapters 3-4 (pp. 45-84)

**Friday November 30:** Juan Cole, *Napoleon's Egypt: Invading the Middle East* (Palgrave Macmillan, 2008) Chapters 5-6 (pp. 85-122)

**Week 10: *Enlightenment and Statecraft***

**Monday December 3:** Juan Cole, *Napoleon's Egypt: Invading the Middle East* (Palgrave Macmillan, 2008) Chapters 7-9 (pp. 123-180)

**Wednesday December 5:** Juan Cole, *Napoleon's Egypt: Invading the Middle East* (Palgrave Macmillan, 2008) Chapters 10-13 (pp. 181-248)

**Friday December 7:** Review session for Final Exam

**Final Exam:**

Friday, December 14, 8:00 a.m. – 11:00 a.m.  
(Location TBD)