

THE MEDITERRANEAN WORLD, 1400-1800 HISTORY 309W/409

Tuesdays 2:00-4:40
Spring Semester, 2014
B&L 315

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Office Hours: Tues, 1130am-1pm; Thurs, 1-230pm
(in Rush Rhees 417)

COURSE DESCRIPTION

As the meeting point between three continents — Africa, Asia, and Europe—the Mediterranean Sea has been a forum for conflict and acculturation for millennia. In the first part of this course, we will examine the work of historians who have understood the Mediterranean as a region both set apart and unified by its geography and networks of exchange. We will then test these ideas by taking a close look at issues of interconnectedness, boundary-crossing, and relations between Christians, Muslims, and Jews in the Mediterranean world during the late medieval and early modern period. Through these questions, we will trace how men and women on the Mediterranean's shores experienced their changing world and examine how historians have used the concept of 'Mediterranean' to define a variety of cultures and interactions.



COURSE OBJECTIVES

This course has three main goals: **First**, it will serve as an introduction to major topics in the study of early modern Mediterranean history. We will be reading and discussing the work of a variety of authors, with a focus on both 'classics' in the field and new research directions. Given the broad scope of the course, it cannot be a comprehensive account of the region or the period. Rather, our goal will be to consider the usefulness of thinking of a diverse region like the Mediterranean world as a *system* and therefore comparing, contrasting, and noticing connections between different societies, cultures, and peoples.

Second, this course will develop your historical skills in multiple ways. In weekly discussion, we'll grapple with ideas, finding ways to challenge, apply, and extend the arguments of others. When leading discussion, you will have to think about texts from a different perspective while also gaining some experience in teaching and public speaking. The research aspect of the course will require you to locate, obtain, and analyze primary-source texts – to, in other words, *do* history.

Finally, you're going to write. For undergraduate students, the research paper is a chance to apply the knowledge and skills you've gained over the last few years. For graduate students, I expect that this paper will provide the basis for a publishable article. In all instances, this is an opportunity to do independent and original research on a topic of interest to you.

COURSE INFORMATION

Communication: Please come speak with me if you have any questions or concerns about the class. I can be more understanding of your needs if you bring them to my attention before there is a serious problem. I am available during regular office hours without an appointment. If you cannot make those hours, please contact me to schedule a better time. You may also speak to me by email or phone.

Attendance: Attendance at all class meetings is mandatory. More than three unexcused absences will lower your grade for the course by ½ letter grade (e.g. from a B to a B-); each further absence will result in an additional ½ grade deduction. I reserve the right to withdraw students who have missed six or more meetings from the class. If you must miss class for an unavoidable reason, please let me know in advance.

Accommodations: I encourage you to talk with me about any concern or situation that affects your ability to complete your academic work successfully. Students requiring classroom accommodations should contact the Center for Excellence in Teaching and Learning, 1-154 Dewey Hall, 585-275-9049. You can learn more about the accommodation process at: www.rochester.edu/college/cetl/undergraduate/disability.

Academic Honesty: All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: www.rochester.edu/college/honesty/. You are encouraged to discuss course readings/assignments with your colleagues. However, all written work must be done independently.

Writing Help: We will discuss each writing assignment in detail during class. I am also always willing to talk about writing assignments individually: to help you plan an essay, work through the process, or go over a past paper. I strongly encourage all students to take advantage of this by coming to office hours. Another very useful resource is the U of R Writing and Speaking Center, which is dedicated to helping writers at all skill levels to improve. You can reach them at 273-3577, by stopping by Rush Rhees G-121, or by scheduling an appointment at <http://writing.rochester.edu/help/index.html>.

READINGS

The course texts (listed below) are available for purchase at the bookstore or online. You are also welcome to obtain them via the library (although be sure to plan ahead for ILL). In addition, we will read a variety of short pieces (articles and book chapters) that are available on BlackBoard under the 'reserve readings' tab.

- Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*. Vol. 1 (Berkeley, 1996) ISBN 9780520203082
- Barbara Fuchs, *Exotic Nation: Maurophilia and the Construction of Early Modern Spain* (Penn, 2011) ISBN 978-0812221732
- Natalie Z. Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds* (Hill & Wang, 2006) ISBN 978-0809094349
- Molly Greene, *Catholic Pirates and Greek Merchants—A Maritime History of the Mediterranean* (Princeton, 2010) ISBN 0691141975
- Eric Dursteler, *Renegade Women: Gender, Identity, and Boundaries in the Early Modern Mediterranean* (Baltimore, 2011) ISBN 1421400723

Recommended

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th Edition (Chicago, 2013) ISBN 9780226816388

ASSIGNMENTS

Writing: In this course, you will write four briefs (1 page each), an analysis of a primary-source text (~ 5 pages), and a substantial research paper (~20-25 pages). Brief descriptions of these projects are below; more details will follow. All papers must be double-spaced in 12 point type, have 1 inch margins on all sides, and have page numbers. Make sure to proofread your papers yourself for grammatical and spelling errors. Don't rely on spell-check; it misses far too many common errors.

Briefs: These are concise and critical responses to the day's readings that explore issues, themes, or ideas that strike you as noteworthy for whatever reason. Each brief should develop an argument centered on a single concept from one of the readings (it is often more useful to consider a section or even a short passage than to try to address the entire text). You might also compare the reading for the day with other texts we've encountered or relate it to larger questions that have come up in our discussions. The purpose of this assignment is twofold. First, it is excellent practice for identifying relevant aspects of the reading, for writing concisely, and for developing coherent and focused written arguments. Second, your briefs should provide you with observations and questions that you can contribute to class discussion. **Since these are meant, in part, to stimulate discussion, I will not accept late briefs.** I'll circulate a schedule of staggered brief due dates soon.

Primary source analysis: Find a primary source (or more than one, if you like) that illuminates or contributes to your understanding of the Mediterranean in relation to any of the readings in the syllabus. It could be a sermon, pamphlet, royal proclamation, company charter, broadside, map, image, poem, work of literature, or nearly anything else. Find out what you can about the author (which might be a corporate author) and the intended audience(s). Was it a response to another text? Did anyone respond to your text? How did its context impact its presentation or content? What knowledge are its readers assumed to have? How might it problematize, clarify, and/or qualify what we've read as a group?

Research paper: The major written component of this course is a research paper on a topic chosen in consultation with me and based on a range of primary source materials. You have a good deal of leeway in this choice so long as it's feasible and connected in some way to questions of Mediterranean history. A couple of thoughts about this project: First, a convincing, well-crafted research paper does not emerge fully formed at the end of the semester. You must get an early start on locating and exploring the documents in order to build and analyze your evidence. Second, despite the popular image of historians as working alone in the archives, you'll need to draw upon others. I'm one resource. Alan Unsworth, the history research librarian, is another. You can contact him via the Reference Desk or by email/phone: aunsworth@library.rochester.edu/ 585-275-9298. Other people may be of assistance as well, depending on your topic.

To ensure that you'll be in a position to write the most effective paper possible, there are a number of waypoints during the semester. Some of these are informal and oral, some require a written component. I'll give further details about all of these as they get closer. In addition to what's listed below, we'll do a brief check-in most weeks in class.

- On **February 18**, you'll give a brief oral introduction to a source or a topic or a location of interest to you
- By **February 25**, you will meet with me to discuss possible paper topics.
- On **March 4**, you'll submit a 3-4 page proposal and annotated bibliography.
- On **April 15**, you'll submit a draft of your paper for peer and professor review
- On **April 22**, you'll submit a peer-review of another person's draft.
- On **April 29**, you'll give a presentation of your research findings in class.
- On **May 6**, your final paper is due.

Class Participation: This is a seminar, and a small one. If it is to be pleasant and productive, you must attend all class meetings and come having read the assigned texts and prepared to discuss them. Simple attendance is not enough; there is no such thing as passive participation. I expect and encourage a diversity of perspectives, as well as honest and respectful disagreement. If you are having difficulties speaking up in class, please come see me and we will develop some strategies together.

Discussion leadership: At least once during the course (but perhaps twice), you will be in charge of leading the class discussion. Doing this effectively requires careful preparation. In addition to reading the texts thoroughly and thoughtfully, you'll need to generate questions meant to both encourage discussion and lead the class toward an in-depth understanding of the text. You will also need to anticipate aspects of the reading that may be particularly challenging, confusing, or controversial. Don't ignore these—there's a good chance, in fact, that those will be the most interesting bits to discuss. You should plan on meeting with me a few days before you're scheduled to lead discussion so that we can discuss strategies to ensure a lively debate.

GRADING

Participation and attendance:	30%
Discussion leadership:	(included in participation)
Briefs	15% (3.75% each)
Primary source analysis:	10%
Research project:	45%
[oral intro (included in participation); proposal & annotated bibliography (5%); draft (5%); peer-review (5%); research presentation (5%); final paper (25%)]	

SCHEDULE OF MEETINGS AND READINGS

T – Jan. 21: Introductions

T – Jan. 28: Mediterraneans

- Peregrine Horden and Nicholas Purcell, *The Corrupting Sea: A Study of Mediterranean History* (Oxford, 2000), 7-25
- Adnan Husain. "Introduction: Approaching Islam and the Religious Cultures of the Medieval and Early Modern Mediterranean," in *A Faithful Sea*, 1-26.
- David Abulafia, "Mediterraneans." In *Re-thinking the Mediterranean*, 64-93.
- Peter Burke, "Did Europe Exist Before 1700?" *History of European Ideas* 1 (1980): 21-28.

T – Feb. 4: Mediterranean as a historical concept (Pirenne and Goitein)

- Horden and Purcell, *The Corrupting Sea*, 26-50.
- Peter Brown, “‘Mohammed and Charlemagne’ by Henri Pirenne.” *Daedalus* 103 (1974): 25-33.
- S. D. Goitein, “The Unity of the Mediterranean World in the “Middle” Middle Ages.” *Studia Islamica* 12 (1960): 29-42.
- Paolo Squatriti, “Mohammed, the Early Medieval Mediterranean, and Charlemagne,” *Early Medieval Europe* 11 (2002): 263-279.

T – Feb. 11: Mediterranean as a historical concept (Braudel)

- Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*. Vol. 1 (New York, 1970)
- Anthony Molho, "Like Ships Passing in the Dark: Reflections on the Reception of *La Mediterranee* in the U.S." *Review (Fernand Braudel Center)* 24 (2001): 139-62.

T – Feb. 18: Mediterraneanisms and Anti-Mediterraneanisms

- Jane Schneider, "Of Vigilance and Virgins: Honour, Shame and Access to Resources in Mediterranean Societies." *Ethnology* 9 (1971): 1-24.
- Jeremy Boissevain, "Towards a Social Anthropology of the Mediterranean," *Current Anthropology* 20 (1979): 81-93.
- David D. Gilmore, “Anthropology of the Mediterranean Area,” *Annual Review of Anthropology* 11 (1982): 175-205.
- Michael Herzfeld, "The Horns of the Mediterraneanist Dilemma." *American Ethnologist* 11 (1984): 439-54.
- João de Pina-Cabral, "The Mediterranean as a Category of Regional Comparison: A Critical View," *Current Anthropology* 30 (1989): 399-406.
- Horden and Purcell, *The Corrupting Sea*, 485-523.

T – Feb. 25: New understandings of the Mediterranean

- Nicholas Purcell, "The Boundless Sea of Unlikeness? On Defining the Mediterranean." *Mediterranean Historical Review* 18 (2003): 9-29.
- Gadi Algazi, "Diversity Rules." *Mediterranean Historical Review* 20 (2005): 227-45.
- Michael Herzfeld, "Practical Mediterraneanism: Excuses for Everything, From Epistemology to Eating." In *Rethinking the Mediterranean*, pp. 45-63.
- Peregrine Horden and Nicholas Purcell. 2006. "The Mediterranean and ‘the New Thalassology’." *The American Historical Review* 111 (2006): 722-40.
- Dionigi Albera, "Anthropology of the Mediterranean: Between Crisis and Renewal." *History and Anthropology* 17 (2006): 109-34

T – Mar 4: Borrowings

- Barbara Fuchs, *Exotic Nation: Maurophilia and the Construction of Early Modern Spain* (Penn, 2011)

T – Mar. 11: Spring Break (no class)

T – Mar. 18: The ‘Northern Invasion’

- Andrew C. Hess, “The Battle of Lepanto and Its Place in Mediterranean History,” *Past and Present* 57 (1972): 53-73.
- Molly Greene, *A Shared World* (Princeton, 2000), 3-13.
- Molly Greene, "Beyond the Northern Invasion: The Mediterranean in the Seventeenth Century." *Past and Present* 174 (2002): 42-71.
- Colin Heywood, “The English in the Mediterranean, 1600-1630: A Post-Braudelian Perspective on the ‘Northern Invasion’,” in *Trade and Cultural Exchange in the Early Modern Mediterranean*, ed. Maria Fusaro, Colin Heywood, and Mohamed-Salah Omri (London, 2010), pp. 23-44.

T – Mar. 25: Crossings (I)

- Natalie Z. Davis, *Trickster Travels: A Sixteenth-Century Muslim Between Worlds* (Hill & Wang, 2006)

T – Apr. 1: Piracy

- Molly Greene *Catholic Pirates and Greek Merchants—A Maritime History of the Mediterranean* (Princeton, 2010)
- Gürkan, Emrah Safa. “The Centre and the Frontier: Ottoman Cooperation with the North African corsairs in the Sixteenth Century.” *Turkish Historical Review* 1 (2010): 125-163.

T – Apr. 8: Crossings (II)

- Eric Dursteler, *Renegade Women: Gender, Identity, and Boundaries in the Early Modern Mediterranean* (Johns Hopkins, 2011)
- Ariel Salzman, “A Travelogue Manqué? The Accidental Itinerary of a Maltese Priest in the Seventeenth-Century Mediterranean,” in *A Faithful Sea*, 149-72.

T – Apr. 15: writing time (no class)

T – Apr. 22: writing time (no class)

T – Apr. 29: Research Presentations

APPENDICES

Mediterraneanist journals (a partial list)

- *Al-Masaq: Islam and the Medieval Mediterranean*
- *Cahiers de la Méditerranée*
- *Comparative Studies of South Asia, Africa and the Middle East*
- *Journal of Mediterranean Archaeology*
- *Journal of Mediterranean Studies: History, Culture and Society in the Mediterranean World*
- *Journal of the Economic and Social History of the Orient*
- *Mediterranea. Ricerche storiche*
- *Mediterranean Archaeology*
- *Mediterranean Historical Review*
- *Mediterranean Quarterly: A Journal of Global Issues*
- *Mediterranean Studies*
- *Revue de l'Occident Musulman et de la Méditerranée*
- *Revue des mondes musulmans et de la Méditerranée*
- *Confluences Méditerranée*

How to effectively and efficiently read sources and secondary scholarship

Below are a couple of articles that I've found (and many of my students have found) to be quite helpful when approaching both class readings and their own research. The 'Practical Lesson in How to Read a History Book' is, in my opinion, especially relevant for any advanced student and will come in useful when you read the full-length book assignments in this course. It's a touch less suitable for articles, however, but there's still relevance in the theory... (both of these are posted on BlackBoard).

Mark A. Kishlansky, "How to Read a Document," in *Sources of the West*, 6th ed. (New York: Pearson Longman, 2006), xiii-xxii.

Norman F. Cantor and Richard I. Schneider, "How to Read Secondary Sources," and "A Practical Lesson in How to Read a History Book," in *How to Study History* (New York, 1967), 92-129.