

**Course GA-09 THE HISTORICAL PERSPECTIVE OF THREE CULTURES IN MEDIEVAL SPAIN:
CHRISTIANS, MUSLIMS, AND JEWS (VIII-XV CENTURIES)**

(45 class hours)

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OBJECTIVES

This Course will explore the role played by Christians, Moslems, and Jews in the emergence and development of Medieval Spain. The time-span involved will extend from the Islamic Conquest of the Iberian Peninsula in 711 - and the subsequent establishment of the so-called Frontier - up to the Conquest of Granada by the Catholic Monarchs in 1492, when co-existence among the Three Cultures is brought to an end.

Thus, in the first syllabus block (A) an historical overview will be undertaken of the emergence and evolution of Medieval Spain, while paying specific attention to the different political entities that settled over time within the peninsula's geographical space between the beginning of the eighth century and the end of the fifteenth. In this case, a specific study will be made of the phenomenon of the so-called Frontier and the process involved in its territorial modification, while understanding it as one of the fundamental axes of Hispanic medieval history.

In the second block of the syllabus (B) a close analysis will be made of the characteristics of the coexistence among Muslims, Christians and Jews during this historical period. Specifically, what will be addressed is the range of issues that this coexistence among the three civilizations entailed within the Iberian Peninsula over the centuries, including those which affected socio-cultural relations, as well as the interaction of three mind-sets.

METHODOLOGY

The Course will evolve, from a theoretical perspective, by means of explanatory input on syllabus content provided by the lecturer - always backed up by a series of PowerPoint presentations which will act as study material for students to work from. The theoretical segments will be seen to interact with a practical component involving commentaries on sources, texts and historical maps, as well as on press articles and audiovisual input. In this sense, participatory class sessions will be aimed at, in which students will play a key role by contributing directly to discussions via their considerations concerning the content materials being dealt with.

Likewise, constant review / revision activities will be carried out so as to ensure a more effective assimilation of content, taking into account the challenges involved in studying a somewhat remote subject-matter in a foreign language. In this regard, interactive activities will be used (for example, through *Kahoot*) so as to enable content to be revised in a more dynamic way. Moreover, a general review during the class sessions prior to each exam will be carried out so that students can have queries clarified which may have cropped up during their sessions of personal study.

In addition, cultural visits within the city of Sevilla, guided and commented on by the lecturer, will be held to a range of different historical-artistic landmarks which are especially significant, given the

Course's syllabus.

All the materials used throughout the Course (presentations, documentaries, texts, review activities, etc.) can be downloaded directly from the lecturer's website.

SYLLABUS

INTRODUCTION. The Hispanic Middle Ages. Concept and periodification.

A. ON THE EDGE OF ISLAM. THE EMERGENCE AND EVOLUTION OF MEDIEVAL SPAIN.

1. Antecedents of the Conquest: Visigothic Hispania. The Birth and Splendor of Al-Andalus: the Cultural and Political Dominion of the Omeya State (from the Eighth to the Eleventh Centuries).
2. The Nuclei of Hispano-Christian Resistance: the Political Weakness of the Northern Kingdoms and Dukedoms (from the Eighth to the Eleventh Centuries).
3. The Taifas Kingdoms and the Division of Al-Andalus. The Empires of North Africa: Almoravides and Almohades (from the Eleventh to the Thirteenth Centuries).
4. The Far-reaching Territorial Expansion of the Christian Kingdoms: The Reconquest and the 'Frontier' of Islam (from the Eleventh to the Thirteenth Centuries).
5. The hegemony of the Christian kingdoms and the last stronghold of peninsular Islam. The Nasrid Kingdom of Granada. The end of the Reconquest and the Decline of the Frontier (XIV-XV centuries). The Kingdom of Granada. The End of the Reconquest and of the 'Frontier' (from the Fourteenth to the Fifteenth Centuries).

B. CHARACTERISTICS OF THE COEXISTENCE OF THREE CULTURES IN MEDIEVAL SPAIN. FROM TOLERANCE TO EXPULSION.

6. Christians in Al-Andalus: the Mozarabic Population (from the Eighth to the Thirteenth Centuries).
7. Muslims under Christian rule: the Mudejar Population. (from the Eleventh to the Fifteenth Centuries).
8. Jews in the Hispanic Middle Ages: From Tolerance to the Beginnings of Anti-Jewish Feeling. (from the Eighth to the Fourteenth Centuries).
9. The End of Tolerance. The Issue of Jewish and Moslem Converts. The Inquisition and the Expulsion of Jews (from the Fourteenth to the Fifteenth Centuries).
10. The difficulties involved in real coexistence among the different ethnic-religious minorities. Tolerance and marginalization. Living Together or Coexistence?

Complementary Activities

Complementary activities will be carried out during class hours and will function as back-up to the knowledge being acquired as the Course develops. The three scheduled activities concerned clearly form an integral part of the syllabus contents.

-  Activity 1. Visit to the nucleus of the Sevilla of the Almohads.
-  Activity 2. Visit to the Sevilla of Three Cultures: its Gothic-Mudejar dimension and the Muslim Quarter.
-  Activity 3. Visit to Sevilla's Jewish Quarter.

Assessment Criteria

Assessment and grading will be based on the undertaking of two exams, one a mid-semester exam and one at the close of the semester, in terms of the following structure:

- 📚 **Theory:** Students will be expected to deal with two theoretical questions (out of three options which will be proposed by the lecturer) based on the syllabus items worked through during class sessions.
- 📚 **Concepts:** The matching of ten concepts with their respective definitions will be called for.
- 📚 **Commentary (optional):** Students will have the option of improving their grade by one complete score point (i.e. ten tenths) by undertaking a commentary on a particular image or text which would have been dealt with during class sessions.

In addition, students will have the option of raising their final grade by a complete score point (i.e. ten tenths) by means of optional complementary assignments. Three assignment modalities are proposed:

- 📚 Modality 1. A short essay on one of the syllabus items
- 📚 Modality 2. Review-commentary of/on specific content material suggested by the lecturer (documentaries, texts, readings).
- 📚 Modalidad 3. Review-commentary of/on one of the titles included in the Course bibliography.

BIBLIOGRAPHY

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García Sanjuán, A. "Judíos y cristianos en la Sevilla almorávide: el testimonio de Ibn' Abdun", *Tolerancia y convivencia étnico-religiosa en la Península Ibérica durante la Edad Media: III Jornadas de Cultura Islámica*, Alejandro García Sanjuán (ed.), Universidad de Huelva, Huelva, 2003, pp. 57-84.

Carrasco Pérez, J.; Salrach Marès, J. M^a.; Valdeón Baruque, J.; Viguera Molins, M^a J., *Historia de las Españas Medievales*. Barcelona, 2002.

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