

**THE MEDITERRANEAN WORLD, 1400-**

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Office Phone: 585.276.

## 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

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8<sup>th</sup> 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](mailto: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

- 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 M

**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:**

## 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