

HUMANITIES 340: Interpretations and Values.

- Summer 2019: Study Abroad Summer Program, Granada, Spain/Stockholm, Sweden –
Dr. Jesús David Jerez-Gómez (World Languages and Literatures)



COURSE DESCRIPTION: *From the Mediterranean to the lands of the North. Trade, Culture and Identities*

We invite students to explore, through literature, music, art, and film the interactions and exchanges between peoples of "the lands of the Middle Sea"— North Africa, West Asia, the Middle East, and Southern Europe — and “the lands of the North” – Scandinavia and the land of the Rūs. Rather than re-inscribe conventional notions of East and West in our study of the Mediterranean, this course acknowledges and will interrogate the binaries of center and margin, self and other, tradition and modernity. This seminar focuses on the Mediterranean as a space of encounter, commerce, trade, business relations, pilgrimage, exile, war, and hospitality represented in literature, performance, music, and storytelling currents since Antiquity to Modernity. Organized according to the idea of a literary and cultural journey through the Mediterranean, the seminar will explore the identities of travelers, merchants, traders, doctors, entrepreneurs, pilgrims, women, renegades, soldiers, spies, gypsies, and pirates. Themes of the course include contact, exchange, trade, captivity, conversion as well as fascination with the exotic and antiquity.

We analyze literature depicting the diversity of races, languages, religions, and social characters that collide to develop a dialectics of survival and accommodation or acculturation. We will study how texts of different genres and traditions embody Mediterranean syncretism, forming a common cultural ground. In concert with textual analysis will be an exploration of music as an expression of identities which are very rich and heterogeneous in the Mediterranean--from the Middle Eastern influence that reaches Spain, and the Sephardic tradition, to the 19th century-ballads of British sailors. In the tradition of the liberal arts seminar, the syllabus is designed with the expectation of class participation, individual presentations, small group work and a comparative analysis that undergoes peer review and revision.

GOALS (Read CLASSROOM POLICIES in Blackboard)

1. Identify elements that define the Mediterranean as a point of convergence between Europe, Africa, and Asia
2. Appreciate the differences and similarities between Mediterranean cultures resulting from the exchange of ideas, goods and travel, as well as from warfare
3. Analyze literature and culture from a comparative perspective
4. Approach critically texts to examine how they illustrate through language and structure key themes discussed in class.

COURSEWORK AND WEIGHTS

- 30% Attendance and participation (includes **online Forum** daily assignment, and completion of all reading/writing assignments)
- 30% Quizzes (3 @ 10% each; incomplete quizzes are given a zero)
- 15% Presentation (incomplete presentations are given a zero)
- 25 % 1 Comparative Analysis (includes peer critique; incomplete analyses are given a zero)

REQUIRED TEXTS: Please purchase book either at campus Bookstore or order online

- Cooke, Miriam, E. Göknar, and G. Parker, eds. *Mediterranean Passages: Readings from Dido to Derrida*. University of North Carolina Press, 2008. ISBN-13: 978-0807858714
- *Ibn Fadlān and the Land of Darkness. Arab Travelers in the Far North*. (Trans. Paul Lunde, and Caroline Stone). Penguin Classics, 2012. ISBN: 978-0-140-45507-6

“The Mediterranean is the meeting point of three continents--Asia, Africa, and Europe--as well as three major monotheistic religions--Islam, Judaism, and Christianity. Focusing on global networks and cultural exchanges, *Mediterranean Passages* collects writings from across 3,000 years to provide a pan-Mediterranean perspective of the cultural, political, and economic relations that crisscross the region, linking people and places from antiquity to the present. From Homer's hymn to Apollo to the writing of French-Algerian philosopher Jacques Derrida, from the contemporary accounts of North African Berber conqueror Tariq ibn al-Yazid to the journalism of American I. F. Stone, this chronologically organized anthology juxtaposes the voices and experiences of travelers, exiles, and colonizers who have lived in or visited the Mediterranean region since before 1200 B. C. E. Literary and historical texts and a gallery of maps, architecture, photographs, and paintings provide glimpses of travel and migration, trade routes, military conquest, and cultural exchange. Together, these selections highlight the networks of connections, intersections, and interruptions that animate a vital and contested geographical space” (from *Mediterranean Passages*, 2008).

IN BB COURSE SITE (pdf)

- “Maqama of the Lion”, Al-Hamadhani, Badi al-Zaman (976-1007). <http://sacred-texts.com/isl/mhm/index.htm>
- “The Berbers”, Ibn Yusuf Al-Tamimi Al-Saraqusti (d. 1143). *Al-Maqamat Al-Luzumiyah* (Trans. James T. Monroe). Leiden: Brill Academic Pub, 2002. (418-424)
- Boccaccio, Giovanni (1313-1375). *The Decameron*. http://www.brown.edu/Departments/Italian_Studies/dweb/texts/DecIndex.php?lang=eng
- Armistead, Samuel G. “The Sephardim.” *The Literature of Al-Andalus*. Cambridge: Cambridge University Press, 2000. 455-471.
- Sephardic Ballads: “La doncella guerrera.” <http://www.sephardifolklit.org/flsj/OLSJ>
- Adrienne Martin, “Wild Women and Warrior Maidens." *An Erotic Philology of Golden Age Spain*. Nashville: Vanderbilt University Press, 2008. 114-130.
- Cervantes, Miguel de (1547-1616). *Don Quixote*. <http://www.gutenberg.org/ebooks/996>
- British shanties: “The Banks of the Nile”, “Captain Ward” (online audio links)

See Blackboard for list of recommended readings, films, and music.

Readings (from *Mediterranean Passages, Ibn Fadlān and the Land of Darkness** and other sources in pdf) (150 pages)

Commerce

- . Cedars for Egypt, *Wenamun* 20-22
- . Travels of a Farmer, *Hesiod* 30-33
- . Lamentation over Tyre, *Ezekiel* 35-37
- . Delos at the Crossroads, *Homeric Hymn to Apollo* 37-39
- . Grain Trade Dispute, *attributed to Demosthenes* 51-52
- . Viking Traders from Sweden and Islamic Silver in the Land of Rūs, *Ibn Fadlān* 45-48 *
- . The Sea of Darkness, and Silent Barter, *Abu Hamid* 70-71 *
- . Maqam of the Lion, *al- Hamadhani* (pdf)
- . Marine Merchant, *William Shakespeare* 215-216
- . The Bejeweled Fly Whisk, *Pierre Deval* 260-262
- . Illustrations: Amphorae off Bozburum 167, Market at Delos 170, Boccaccio's Isis 177, Harbor at Pula 190; The Flow of Silver to the West in 9-10th centuries *

Conversion and Translation

- . Translating the Law, *Philo* 75-78
- . Arabic Medicine in Europe, *Constantine the African* 115-118
- . Aristotle in Andalus, *Maimonides and Averroës* 122-124
- . Papal Prisoner, *Leo Africanus* 208-212
- . The Conversion of Sabbati Sevi Samuel Brett, Sir Paul Rycout, and Richard Kidder, 228-232
- . Base Ignorance and Disbelief, *'Abd al-Rahman al-Jarbatī* 242-251
- . Illustrations: Hagia Sophia at the Bosphorus 173

Exile and Diaspora

- . Exile and Return, *Psalms 137 and Ezra* 33-34
- . Travels in a Fish, *Jonah* 41-42
- . Purgatory, *Dante Alighieri* 145-147
- . The Sephardim, *Samuel G. Armistead* 455-471 (pdf)
- . Ship of Misery, I.F. Stone 304-310
- . Last Evening on this Land, *Mahmud Darwish* 350-353

Hospitality

- . Odysseus's Wanderings, *Homer* 24-29
- . Jewish and Muslim Networks, Benjamin of Tudela and Ibn Jubayr 125-129
- . The Reunited Lovers, *Giovanni Boccaccio* 147-152
- . Mediterranean Identity, *Américo Castro* 323-329
- . Illustration: Behzad's Harun 178
- . Music: Maqam, *Mare Nostrum*, Jordi Savall

Imperialism, Colonization, and War

- . A Roman Mediterranean, Polybius 65-66
- . Alexander's Civilizing Mission, Plutarch 81-83
- . Ornament of the World, *Ibn 'Abd al-Hakam* 108-111
- . On a Viking raid on the Caspian, *Mas'ūdī* 143-146 *
- . Richard and Saladin, *Ambroise* 138

Slavery and Captivity

- . Sale of Callirhoe, *Chariton* 66-70
- . The Trade in Eunuchs, *Ibn Hawqal* 173-174 *
- . The Captive's Tale, *Miguel de Cervantes* 217-223
- . Illustrations: Christian Slave in Algiers 183, Gladiator mosaic 192.
- . Music: Galeas, Sephardic Ballad

Tourism and Pilgrimage

- . Touring Egypt, *Julia Balbilla* 83-85
- . Between East and West, *Ibn Battuta* 152-155
- . Maqam of the Berbers, *al-Saraqusti* (pdf)
- . From Naples to Palermo, Johann Wolfgang von Goethe 238-241
- . Illustration: Arab Mappamundi Al-Idrisi 175,
- . Music: Nu alrest, German Pilgrim upon arriving at Palestine and the Holy Land

Women

- . Cleopatra's Death, *Horace* 70-72
- . A Sultanate of Women, *Catherine de Médici* 214-215
- . Wild Women and Warrior Maidens, *Adrienne Martin* 114-130 (pdf)
- . The Doncella guerrera, Sephardic Ballad (pdf)
- . Music: Banks of the Nile, Scottish Ballad



Tentative Course Program

	Geography	Assigned Text	Genre	Homework: Forum Topics
Commerce, Kings and Farmers	Egypt Antiquity	6/20 Introduction: The Mediterranean <ul style="list-style-type: none"> . Cedars for Egypt, <i>Wenamun</i> 20-22 . Travels of a Farmer, <i>Hesiod</i> 30-33 . Lamentation over Tyre, <i>Ezekiel</i> 35-37 . Delos at the Crossroads, <i>Homeric Hymn to Apollo</i> 37-39 . Grain Trade Dispute, <i>attributed to Demosthenes</i> 51-52 	Accounts and Records	1. Comment on of the assigned texts for day 1
Picaresque and Hospitality	Persia/ Iran Al-Andalus, Italy	6/21 .The Maqam: Storytelling <ul style="list-style-type: none"> . Al-Hamadhani. “Maqama of the Lion” . Al-Saraqusti Maqama 41. “The Berbers” Boccaccio: <i>Decameron</i> . <ul style="list-style-type: none"> . The Reunited Lovers, <i>Giovanni Boccaccio</i> 147-152 	Maqam Storytelling	2. “Maqama of the Lion”, “The Berbers” 3. Boccaccio Biography and Novella 4. Watch “Cities of Light: Rise and Fall of Al-Andalus”
Commerce, Exile and Diaspora	Palestine, Israel Italy	6/24 Exile and Diaspora <ul style="list-style-type: none"> . Exile and Return, <i>Psalms 137 and Ezra</i> 33-34 . Travels in a Fish, <i>Jonah</i> 41-42 . Purgatory, <i>Dante Alighieri</i> 145-147 . Marine Merchant, <i>William Shakespeare</i> 215-216 	Sacred texts Drama	5. Comment one of the assigned texts for day 3
Conversion and Translation	Spain, Italy, Turkey, Syria.	6/25 In Translation <ul style="list-style-type: none"> . Translating the Law, <i>Philo</i> 75-78 . Arabic Medicine in Europe, <i>Constantine the African</i> 115-118 . Aristotle in Andalus, <i>Maimonides and Averroës</i> 122-124 . Papal Prisoner, <i>Leo Africanus</i> 208-212 . The Conversion of Sabbati Sevi Samuel Brett, Sir Paul Rycout, and Richard Kidder, 228-232 	Essay Philosophy Memoirs	6. Comment on Maimonides and Averroes or Leo Africanus
Empire and Colonization	Rome, Greece, Spain	6/26 Power and Cultural Influence <ul style="list-style-type: none"> . A Roman Mediterranean, <i>Polybius</i> 65-66 . Alexander’s Civilizing Mission, <i>Plutarch</i> 81-83 . Ornament of the World, <i>Ibn ‘Abd al-Hakam</i> 108-111 . Richard and Saladin, <i>Ambroise</i> 138 6/27 Comparative Analysis Due with Turnitin Report 6/28 Prepare for travel 6/29 Travel to Spain from LAX 6/30 Arrival at Malaga, Spain		7. Comment on any of the assigned texts Quiz 1 Comparative Analysis Peer Review: 750-word comparison of any two texts covered Pack light and Have your passport with you! Malaga City Tour

<p>Travel and Hospitality</p> <p>Crypto-identities & Diaspora: Passing for others</p> <p>Women</p> <p>Community and Natural Resources</p>	<p>Spain</p> <p>Spain/ North Africa</p>	<p>7/1 Travel to Granada, the Mediterranean</p> <p>7/2 Wanderings and Discoveries</p> <ul style="list-style-type: none"> . Odysseus’s Wanderings, <i>Homer</i> 24-29 . Touring Egypt, <i>Julia Balbilla</i> 83-85 . Between East and West, <i>Ibn Battuta</i> 152-155 <p>7/3 Syncretism</p> <ul style="list-style-type: none"> . Mediterranean Identity, <i>Américo Castro</i> 323-329 . Jewish and Muslim Networks, Benjamin of Tudela and Ibn Jubayr 125-129 <p>7/4 “The Sephardim,” Armistead. “Abenamar”, The Warrior Maidem: “La doncella guerrera” Martin. “Wild Women and Warrior Maidens”</p> <p>7/5 Travel to Lanjaron, Sierra Alpujarra</p> <p>7/6 Free day in Granada</p> <p>7/7 Travel to Cordoba, Visit Mosque and Cathedral</p>	<p>Travel</p> <p>Essay</p> <p>Ballads Sephardic Literature</p>	<p>8. Comment on any of the texts assigned</p> <p>9. Comment on A. Castro</p> <p>10. Comment any of the assigned texts in relation to “La doncella guerrera”</p> <p>Quiz 2</p> <p>11. Travel Journal: Reflections so far</p>
<p>Slavery and Captivity</p> <p>Conversion and Diaspora</p> <p>Piracy and Commerce</p>	<p>Spain Turkey Italy</p>	<p>7/8 Captive tales</p> <ul style="list-style-type: none"> . Sale of Callirhoe, <i>Chariton</i> 66-70 . The Trade in Eunuchs, <i>Ibn Hawqal</i> 173-174 * . The Captive’s Tale, <i>Miguel de Cervantes</i> 217-223 <p>7/9 Past and Present</p> <ul style="list-style-type: none"> . Base Ignorance and Disbelief, ‘<i>Abd al-Rahman al-Jarbatī</i> 242-251 . Ship of Misery, I.F. Stone 304-310 . Last Evening on this Land, <i>Mahmud Darwish</i> 350-353 <p>7/10 Alhambra Guided Tour</p> <p>7/11 Travel To Malaga and Late night flight to Stockholm, Sweden Viking Traders from Sweden and Islamic Silver in the Land of Rūs,</p> <ul style="list-style-type: none"> . <i>Ibn Fadlān</i> 45-48 . The Sea of Darkness, and Silent Barter, <i>Abu Hamid</i> 70-71 . On a Viking raid on the Caspian, <i>Mas’ūdī</i> 143-146 <p>7/12-13 Stockholm 7/14 Return to USA</p>	<p>Travel & Memoirs</p>	<p>12. Comment on Cervantes’ <i>Captive Tale</i></p> <p>Quiz 3</p> <p>13. Comment on any of the assigned texts</p> <p>Ceremony and Certificates</p> <p>14. Read and comment on any of the assigned texts</p>
		<p>7/17-18 Online Classes</p>		<p>End of Course Reflection (Blackboard)</p>

Overall Program Structure and Extra Curricular Activities (*Tentative)

Day of instruction	ADM 590/690 (online)	HUM 340 (Hybrid: online/abroad)	Activity	Location
<p>Week 1</p> <p>May 19*</p> <p>Th. June 20</p> <p>Fri. June 21</p>	<p>Study Abroad</p> <p>Mandatory Orientation</p> <p>Classes</p>	<p>Orientation</p> <p>2-5 pm.</p> <p>Online</p> <p>2 hours</p> <p>2 hours</p>	<p>Instruction</p>	<p>CSUSB</p>
<p>Week 2</p> <p>Mon. June 24</p> <p>Tu. June 25</p> <p>Wed. June 26</p> <p>Th. June 27</p> <p>Fri. June 28</p> <p>Sat. June 29</p> <p>Sun. June 30</p>		<p>2 hours</p> <p>2 hours</p> <p>2 hours</p> <p>Online Peer Critique</p> <p>Prepare for trip</p> <p>Departure from LAX</p> <p>Arrival & Transportation</p>	<p>Arrival at Malaga, Spain</p> <p>City tour, (2 hours instruction on site)</p>	<p>CSUSB</p> <p>Málaga</p>

Week 3	Classes abroad: HUM 340 (on site at	28 hours Instruction + Cultural Visits <i>Centro Mediterráneo</i>		Granada, Spain
Mon. July 1	Travel to Granada	Visit Mediterranean, Phoenician ruins,	Nerja/Almuñecar	
Tu. July 2	2 hours	City tour, Visit to Cathedral		
W July 3	2 hours	Visit to Albayzín, Teterías		
Th. July 4	2 hours	Olive Oil Lecture and Workshop	manufacture and export	
Fri. July 5	2 hours	Visit Lanjarón, Sierra de Alpujarra	Water plant, Ham industry	
Sat. July 6	Free day for students			
Sun. July 7	Excursion to Córdoba	Visit to Mosque and Cathedral, and	historical center (3 hours)	Córdoba
Week 4				Granada
Mon. July 8	2 hours	Free afternoon; Flamenco/Tapas	2 hours	
Tue. July 9	2 hours	<i>Centro de la Memoria Sefardí</i>	2 hours	
Wed. July 10	Alhambra, guided tour	3 hours instruction on site	Ceremony and Certificates	
Th. July 11	Travel to Malaga	Picasso Museum (2 hours on site)	Late night flight to	Stockholm, Sweden
Fri. July 12	Stockholm	City tour, museum		
Sat. July 13	Stockholm	Museum		
Sun. July 14	Return Flight to USA	End of Program		
Wed. July 17	2 hours	Online		CSUSB
Thu. July 18	2 hours	Final Course Reflection		

