Religious Studies 503/ History 514: Cyprus and the Medieval Mediterranean: An Island and Its Monuments

Spring 2018
Monday and Wednesday 2:00-3:15
MHRA 1304

Asa Eger, Associate Professor
Department of History
Office: MHRA 2113
Office Hours: MW 3:30-4:30
Phone: 336 334 5203
Email: aaeger@uncg.edu

Derek Krueger, Joe Rosenthal Excellence Professor
Department of Religious Studies and Program in Women’s and Gender Studies
Office: 109 Foust Building
Office Hours: Mondays starting at 3:15
E-mail: D_KRUEGE@uncg.edu

COURSE DESCRIPTION

This course introduces students to the religious and cultural history of Cyprus from Late Antiquity to the Ottoman periods through its topography and monuments. The course teaches students to integrate material evidence with primary and secondary source texts to understand the religious and cultural history of one of the world’s cultural crossroads. Students will appreciate the stamp of religious life on the topography of the island and the island’s role in the Mediterranean world. The course includes a field trip to Cyprus over Spring Break that is required of all students.

This course is designed for upper-level undergraduate History or Religious Studies majors and for Graduate students and others with a strong interest in the history of Late Antique and medieval eastern Mediterranean and/or the history of Christianity and Islam.

Class will be run as a seminar discussion with everyone expected to contribute to our common task of interpreting and applying the assigned texts. Reading assignments will average 100-150 pages per week. Students should expect to spend 6 hours a week preparing for class meetings and 2.5 hours in class each week, for an average of 8.5 hours per week. The professors take pride in—and expect to maintain—their reputation for delivering challenging, focused, and demanding courses.

Over Spring Break, students will have eight days in Cyprus, touring key sites with the professors and with local experts.

In college seminars, students develop critical thinking skills by verbalizing their ideas in speech and writing, over and over, and improving with time. They learn to model patterns of inquiry and analysis provided by professors, by other scholars, and by their fellow students. You cannot master these skills by being a passive student. It is therefore crucial that students come to class
having done the assigned readings critically and carefully, that they discuss these readings in class aloud, and that they produce thoughtful and innovative papers and oral presentations.

**STUDENT LEARNING OUTCOMES**

Upon successful completion of the course:

1. Students will be able to analyze historical duration, succession, and innovation in terms of human agency and larger systems and structures, specifically in two categories: A) have knowledge and understanding of the topography and major monuments and sites of Cyprus that survive from the Late Antique, Medieval, and early Modern periods, B) have an understanding of cultural transformation in light of political and religious change over time.

2. Students will have knowledge and understanding of at least two major religious traditions and be able to relate those traditions to their historical and cultural contexts, specifically to have an understanding of the public practices of Christianity and Islam, their utilization of space, and the demands that religious practices place on architecture and topography.

3. Students will be able to use historical thinking to contextualize and analyze primary and secondary texts and material culture and other interdisciplinary approaches (such as religious studies, history, archaeology, and art history) from different points of view and be familiar with the methods and methodological problems of integrating text and material culture.

4. Students will be able to explain environmental, historical, social, economic, political and/or cultural factors relevant to understanding a contemporary issue(s) within a global framework.

5. Students will use evidence-based reasoning to interpret the past coherently, orally, and in writing, construct persuasive written arguments with the use of primary source materials (including texts and material culture from archaeological reports) as supporting evidence, learning to locate, read, and critique primary sources and analyze and synthesize the writings of modern scholars (as historiography).

**REQUIRED READING**

A. BOOKS

The book for this course are available for purchase at the UNCG Bookstore.

Required for purchase:


Recommended for purchase:

Useful volumes on reserve in the library that some of our readings are drawn from:
Metcalf, Michael. *Byzantine Cyprus 491-1191*. Nicosia, Cyprus: Cyprus Research Center, 2009. (a thorough archeological survey and history)
Michael J. K. Walsh, *The Harbour of All This Sea and Realm: Crusader to Venetian Famagusta* (Central European University Press, 2014). [Hereafter: *The Harbour*]
Demetrios Michalides and Maria Parani, eds. *The Archaeology of Late Antique and Byzantine Cyprus (4th-12th centuries AD): Recent Research and New Discoveries. Cahiers de Centre d’Études Chypriotes 43.1.* (Paris, De Boccard, 2013). [Hereafter: *Archaeology*]

B. ELECTRONIC COURSE DOCUMENTS
These readings will be posted to Canvas. These are marked CANVAS on the syllabus. To open them, you will need the Adobe Acrobat Reader. The readings are in .pdf format. You can print them either at home or at a campus computer bank. You are required to print out a hard copy for each reading and to bring it to class on the day it is assigned.

COURSE REQUIREMENTS
1. Strict adherence to the Academic Integrity Policy. This policy can be read online at: [http://sa.uncg.edu/handbook/academic-integrity-policy/](http://sa.uncg.edu/handbook/academic-integrity-policy/). We strongly encourage you to review this policy. The policy applies strict sanctions to plagiarism—including intentional and obvious failure to cite sources.

2. Regular attendance. Students are permitted no more than 3 absences regardless of excuse. After the 3rd absence, a student’s final grade will be reduced by 1/3 of a letter for each additional absence. After the 6th absence, the professors reserve the right to drop the student from the course. Students are strongly advised that without regular attendance, it is highly unlikely that they will grasp conceptually difficult material and demonstrate in their written and spoken work understanding sufficient to pass the course.

Class begins at 2:00 and ends at 3:15. Avoid disturbing our sessions by entering late or by leaving early. Turn your cell phone off before class starts. No texting during class. No chattering.
No recording devices are permitted. You may use your laptop or iPad to take notes and engage in other course-related activities. If, however, any student is discovered engaging in unrelated activities on computer during class, all electronic devices will be forbidden for the remainder of the semester. Don’t ruin it for everybody else.

3. **Informed participation** in class discussions. Informed participants have done the reading carefully and are prepared to discuss it. You will be called upon regularly to read and interpret the primary sources and images. You should try to contribute to our discussion at least once each session and should always be prepared to lead your classmates through your reasoning or your confusion. Don’t be shy! Your thoughts and ideas matter! You are always welcome to ask questions during class, not only of the professors, but also (perhaps especially) of your fellow students. The professors (and your fellow students) can almost always tell if you haven’t done your work. You will be graded on your participation in class discussions; this evaluation will be based on the development of your habits of inquiry, your understanding of the material, and your ability to express your ideas clearly in speech.

4. **Regular checking of your UNCG e-mail account.** E-mail is the best way to get in touch with the professors outside of the classroom and office hours, and it is also their only way to get in touch with you outside the classroom if there are any changes to course readings and schedules, or if they have questions about your work on an assignment. The instructors assume responsibility for e-mails sent from UNCG accounts ONLY. Please treat all emails with the professors (and with all your professors at UNCG) as professional correspondence, as you might have with an employer, using proper grammar, spelling, and punctuation. Professors appreciate when you address them with their proper names and titles.

5. **Two formal essays,** due on the dates indicated on the syllabus. The first essay will be 5-7 pages. For the second, **Undergraduate** students will investigate and interpret primary and secondary sources for a site or monument on Cyprus. They will conduct original research by producing a 10-12-page research paper, learning the stages of researching (including library work, note-taking, and source criticism) and critiquing the written work of peers in constructive ways. **Graduate** students will do the same, producing a 20-25-page research paper that is comparative. Late papers are unacceptable except by previously granted extension. If you have a dire and documentable emergency, let the professors know. Students are encouraged to consult with the professors and with the Writing Center at any stage of the writing process.

6. **One Oral On-site Presentation** Students will be assigned a monument or archaeological site in Cyprus. They will research and deliver a short introduction to prepare us to visit that site. Presentations are a maximum of 10 minutes. Notes for preparing your presentation are to be handed in. You are encouraged to consult with the professors about these presentations well in advance.

7. **Final Oral Presentations** to be coordinated with your second paper. **You are required to discuss your topic with the professor in advance.**

**GRADING**
Final grades will be determined by the following components.
1) Class participation: 20%
2) First paper: 20%
3) On-site presentation: 10%
4) Second paper 30%
5) Final oral presentation: 20%
6) You must pass each component of the course (1-5 above) in order to pass this course.

This course follows the UNCG Grading System that appears in the 2017-18 UNCG Undergraduate Bulletin, p. 36.

CLASS SCHEDULE

Reading assignments are to be completed prior to the class for which they are assigned. Always bring the assigned texts with you to class.

Week 1: Foundations

M January 8: Course Introductions and Geography (DK)

W January 10: Overview of Byzantine, Medieval, and Modern History (AE)

Der Parthog, 10-31, and note 335-74.
Boatswain, Chapters 1-5 (pp. 1-45).

Week 2:

M January 15: NO CLASS: Martin Luther King Day

W January 17: Cyprus Isolated or Interconnected? (AE)

M. Veikou, “One Island, Three Capitals – Insularity and the Successive Relocations of the Capital of Cyprus from Late Antiquity to the Middle Ages” In Medieval Cyprus, 357-87. (CANVAS*)


Week 3: Cyprus from Rome to Late Antiquity

M January 22: Kourion, Salamis, the Kyrenia Shipwreck (AE)

Der Parthog, 136-50

C. Rapp, Christianity in Cyprus in the Fourth to Seventh Centuries” in Carr, Davis, and Stewart, eds., Balance of Empires, 29-38. (CANVAS)


T. W. Davis, “A New Window on Byzantine Kourion.” In Michaelides and Parani, eds., Archaeology 103-16. (CANVAS)

W January 24: Late Antique Decorative Arts: Paphos Mosaics (DK)

Der Parthog, 34-59;

K. Bowes, Houses and Society in the Later Roman Empire (Bristol, 2010), 11-60. (CANVAS)

**Week 4: Early Byzantine Churches, Christianity, and Early Islamic Cyprus**

M January 29: Kourion, Amathous, Salamis (DK)

Der Parthog, 124-28; 142-47; 326-27.

R. Michail, “The Early Christian Baptistries of Cyprus (4-7th centuries AD): Typological analysis of the architecture of the baptismal structure.” In Michaelides and Parani, eds., Archaeology, 137-53. (CANVAS)


W January 31: Islamic Conquest, Islamic-Byzantine “Condominium”, Hala Sultan Tekke, Arabic Graffiti (AE)


Week 5: Medieval Christianity, The Byzantine Reconquest

M February 5: Orthodoxy and its Visual Culture (DK)

   Der Parthog, 167-215 (esp. 176-79, 193-95, 210-15); and 274-77.

   H. Maguire, “The Cycle of Images in the Church.” In Heaven on Earth: Art and the Church in Byzantium, 121-51. (CANVAS)

   Sophocles Sophocleous, “Cypriot Icons before the Twelfth Century,” in Carr, Davis, and Stewart, eds., Balance of Empires, 135-52. (CANVAS)

MANDATORY MEETING WITH STUDY ABROAD PROGRAM OFFICER IN CLASSROOM Time to be determined.

W February 7: The Painted Churches of the Troodos Mountains: Asinou, Panayia Phrobiotissa; Kakopetria, Agios Nikolaos tis Stegis; and Lagoudera Panayia tou Arakou (DK)

Readings:

   Der Parthog, 87-95.

   A. W. Carr and A. Nicolaïdès, Asinou, 1-10, 39-66, 211-310 (On RESERVE: read as much as you can; skim the rest intelligently).


Week 6: Cyprus and the Crusades (1191-1489)

M February 12: Northern Nicosia, St. Hilarion, Bellepais Abbey; Kolossi Castle (RB)

Guest Lecture by Richard Barton

Primary Source

Selection from Jerome’s Life of Saint Hilarion (handout)

Secondary Sources

   Der Parthog, 130-33; 218-61; 330-32.

   Boatswain, Chapter 7, 69-90.


First Paper Topic Distributed

W February 14: Lusignan Famagusta: Citadel, Hospitallers’ and Templars’ Chapels, St. Mary of Carmel, St. Anne, St. Nicholas Cathedral/Lala Mustafa Paşa Camii (DK)

Readings: (pick one in each category)

Primary Source

Martoni, J. de Verona

General

P. Trélat, “Nicosia and Famagusta during the Frankish Period (1192-1474): Two Capitals for one Kingdom?” in Walsh, ed., The Harbour, 21-40. (CANVAS*)


Saint George


T. Kaffenberger, “Harmonizing the Sources: An Insight into the Appearance of the Saint Georgios Complex at Various Stages of its Building History,” in Walsh, ed., The Harbour, 169-90. (CANVAS)


St. Nicholas


**Theotokos**


**Week 7: Western European Style and Influence: Lusignan and Venetian (1489-1571)**

M February 19: Lusignan Nicosia: Bayraktar Mosque, Arabahmet Mosque, Ayia Sofia/Selmiye Camii, St. Catherine Church/Haydarpaşa Camii (AE)

? Guest Lecture by Heather Holian, School of Art

**Primary Sources**

L. von Suchen

**Secondary Sources**

T. Boatswain, Chapter 8, 91-97.


W February 21: Venetian Cyprus: Nicosia City Walls, Kyrenia, Famagusta (HH)


**First Paper Due, Thursday, February 15 at 5pm to both professors**

**SECOND PAPER TOPIC DISTRIBUTED; CHOOSE YOUR MONUMENT AND EMAIL THE PROFESSORS YOUR CHOICE BY FRIDAY, FEB 23rd, 5pm.**

**Week 8: Preparation and Ottoman Cyprus (1571-1878)**

M February 26: Preparation for Spring Break to Cyprus
W February 28: Büyük Han, Mevlevi Tekke and Museum, Sunni and Sufi Islam (AE)

Boatswain, Chapter 9, pp. 98-112.


Week 9: SPRING BREAK TRIP TO CYPRUS

HAVE ORAL ON-SITE PRESENTATION PREPARED

Week 10: Cyprus De-Briefing

M March 12: NO CLASS

W March 14: Cyprus De-Briefing

Week 11 Cyprus and Commerce

M March 19: International Trade and Piracy (AE)

Readings: (pick one)


Nicholas Coureas, “Islands East and West: Commerce between Cyprus, Majorca, and Sardinia in the Early Fourteenth Century,” in Medieval Cyprus, Günbart and Rogge, eds., 175-84. (CANVAS)


B. Arbel, “Maritime Trade in Famagusta during the Venetian Period (1474-1571),” in Walsh, ed., The Harbour, 91-104. (CANVAS)


D. Jacoby, “Camlet Manufacture, Trade in Cyprus and the Economy of Famagusta from the Thirteenth to the Late Fifteenth Century,” in Edbury and Walsh, eds., Medieval and Renaissance, 15-42. (CANVAS)

W March 21: Local Production: Kolossi and the Sugar Industry (AE)

Marina Solomidou-Ieronymidou, “Sugar Mills and Sugar Production in Medieval Cyprus.” In Günbart and Rogge, eds., Medieval Cyprus, 147-74. (CANVAS)


Week 12: Cyprus in the Nineteenth and Twentieth Centuries (1878-1960)

M March 26: British Colonialism (DK)

Primary Source:


Secondary Sources

Boatswain, Ch. 10, pp. 113-42.


**W March 28: Independence and Turkish Invasion (AE)**

*Readings:*

Boatswain, Ch. 11, (pp. 144-74).


**Week 13: Cyprus and Contemporary Europe: The Cyprus Question (1960-2018)**

**M April 2: The Cyprus Question (DK)**

Boatswain, Ch.12, (pp. 175-98).


**W April 4: Greek and Turkish Nationalism, Identity, and Cultural Heritage (AE)**


Week 14: Historical Preservation, Looting, Cultural Patrimony, Nationalism, and Contested Sites

M April 9: Looting and Contested Sites (DK)


W April 11: Conservation and Historical Preservation (AE)

Readings: (pick two)


M. Walsh, ed. *The Armenian Church of Famagusta and the Complexity of Cypriot Heritage.* Selected one of Chapters 3-17. (On RESERVE)
Locate one current article in the press about preservation, looting, or nationalism in Cyprus to bring to class.

**Week 15: Individual Meetings**

M April 16: Individual Meetings

W April 18: Individual Meetings

**Week 16: Oral Presentations**

M April 23: Oral Presentations

W April 25: Oral Presentations

**Second Paper Due, Monday April 23rd in class to both professors**