

## **Borders and Frontiers in the Classical and Medieval Mediterranean World**

**HIS 414/514**, Mondays and Wednesday, 3:30 – 4:45

**Spring 2021**

Lectures: Pre-recorded on Canvas, Sunday evening, approximately 30 min.

Discussions: Mon. and Wed., 3:30-4:45, via Zoom. If/When we can meet face to face: Bryan 212

Instructor: A. Asa Eger

[aaeger@uncg.edu](mailto:aaeger@uncg.edu)

Office Hours: via Zoom, by appointment only to set it up.

### **Description:**

The world today is a sharply divided and sharply contested landscape of borders and frontiers, delimiting not only nations and political space but ethnicities and religions, languages and cultures. However, current events have equally shown us that these borders and frontiers can often impose arbitrary division where none has existed before or contribute to the creation of new identities and societies. We will introduce the frontier from its beginnings in academic discourse with the seminal work of Frederick Jackson Turner and his ‘frontier as wilderness’ model as well as other theories of frontiers as borderlines. We will progressively examine the various ways in which frontiers have been characterized subsequently, as zones of periphery, zones of contact and exchange, and frontiers of language, religion, and ethnicity between two or more groups. Recent works will be evaluated that add complexity to the idea of frontiers and frontier societies including topics of assimilation, acculturation, cross-cultural contact, cultural ambiguity, and ethnogenesis. Geographically, we will focus on the tumultuous world of shifting states and empires in classical and medieval Mediterranean and Europe from the Roman Empire to the Ottoman Empire. Since the idea of frontiers is interdisciplinary we will incorporate historical, archaeological, ethnohistorical, environmental, and anthropological research. Contrary to the assumption that the central place typifies culture, it is perhaps the frontier which visibly manifests interconnectedness of societies and the process of social change.

### **Student Learning Outcomes:**

- Students will be able to analyze historical duration, succession, and innovation in terms of human agency and larger systems and structures, specifically the theoretical development of frontier studies, in the classical and medieval Mediterranean world.
- 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 archaeology) from different points of view.
- 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).

- **Undergraduate** students will investigate and interpret primary and secondary sources to conduct original research by producing a **10-15 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.

### **Requirements:**

This will be an inverted class divided in half. Lectures for the week will be posted on Sunday evening for Tuesday's class and Tuesday evening for Thursday's class. They will be approximately 35 minutes long. There will also be two 35 minute classes per week. Each class will consist of discussion of readings, questions on lectures, and other activities. Total, the lecture and discussion will be about 75 minutes. Please read the assigned materials during the week assigned and come to classes prepared with questions and observations. Viewing of lectures and attendance of classes are required, as lectures and discussions will frequently include material not covered in the assigned readings, for which you will also be responsible for on assignments.

No prerequisite is required to take this course.

### **Readings:**

Readings for each week are given on the attached syllabus. Readings listed under the lecture mean you will have read those *in advance* for that lecture day. Weekly assignments consist of readings from selected works. Please come prepared and able to comment on the readings in class. For group readings, please turn in a short outline of the article and two discussion questions to raise in class. The discussion questions should be posted on Canvas by the night before class, midnight. **Graduate Students** will read *all* the readings for each class period, as well as lead discussion on their individual readings.

Individual Readings. For your individual reading you will write a summary/reaction of the article and post two discussion questions on Canvas by midnight the previous night, to raise in class as well. On certain days you will be responsible to present on specific readings and lead discussion. *You will do this twice during the semester, depending on class size.* You can select which ones based on interest related to your research paper or general interest. The presentation should not be a summary but engender discussion on how the reading related to the topic of the day and other readings that we have covered in class.

Study aids, though not a requirement for the course, might be useful in preparing for exams, researching the group assignment, and providing useful basic reference information for Islamic history and civilization. They include:

*The Encyclopaedia of Islam* (First Edition (EI1), 1913-1942, New (Second) Edition (EI2), 1954 (1960)-2004, Third Edition, continuing). Jackson Library stacks Tower 8 DS37.E523, vols. 1-12.

*The Cambridge History of Islam*. Jackson Library stacks Tower 8 DS35.6.C3, vols. 1-2

Bosworth, C. E., *The Islamic Dynasties*. Jackson Library stacks Tower 8 D199.3.I8 No. 5

## **Assignments:**

Class Participation: The course will be a seminar on frontier and borderlands theory as applied to the classical and medieval worlds and look at a variety of secondary and primary sources which we will discuss in detail. The classes are discussions based on pre-recorded lectures and readings and will only work well, naturally, with your class participation which will be graded.

Summaries: In advance of each discussion class, you will post questions and discussion points on Canvas. For each discussion class each week (twelve weeks), you will write a one sided, single spaced, summary of *each* reading for that day. It should be about one sizeable paragraph long. Be sure to include the author and title of the work, what the author is arguing, a *brief* synopsis of the evidence used, and your own opinion of how the work relates to what we have learned in class or whether you agree/disagree with the author. For three classes week you will be responsible to present your readings in a five or so minute (depending on the content for the class and how many other readings) presentation. You may bring up images and I will enable you to share your screen.

Short Paper 1: You will write a 3-5 page paper providing a concise history of the Mediterranean from the Roman period (ca. 50 B.C.E.) to the height of the Ottoman period (ca. end of the 16<sup>th</sup> century). You must use at least one *non-internet* source and cite properly. This short paper is designed to 1) introduce you to a brief history of the time periods which we will discuss in depth during the semester and 2) allow me to get a glimpse of how you research and write. You have one week to do this. This assignment is the same for both **undergraduates and graduates**.

Short Paper 2: There will be one short paper summarizing points of view surrounding the debate over the Roman *limes*. The short paper is designed to have you 1) understand specific themes and stimulate your own ideas and reactions and 2) exercise your skills in writing. It is not designed to be a research paper but rather reactions to assigned readings and content from class. For **undergraduates**, it should be up to 3 pages in length. The paper is in lieu of essay questions on exams and you will have one week to write it. **Graduate students** will write a **6 page paper** and be expected to bring in other sources related to the historiography of Roman *limes*.

Research Paper: In addition, there will be one long paper (10-15 pages double spaced, 12 point font, 1" margins on all sides). The paper will call upon you to choose a frontier or frontier society keyed into a geographical and chronological moment (i.e. the Roman/Persian frontier or Christian and Islamic Spain) but in any time and place (with my approval) and research how it has been perceived, synthesizing the historical, archaeological, and anthropological data. This paper will require some research in addition to the required readings and will be due at the end of the course. As frontiers are interdisciplinary, you are encouraged to speak to other faculty members who are knowledgeable about the area. **Graduate Students:** Research paper will be 20-25 pages in length and compare two or more frontiers or frontier societies over time and/or space. The paper can examine historiography surrounding how these frontiers have been interpreted. The paper should move beyond the single case study and extrapolate wider themes, similarities, and divergences in frontier studies.

Your research paper will be broken down into a process of assignments. These are:

Assignment 1: Research paper paragraph

Assignment 2: Preliminary bibliography

Assignment 3: Historiography Paper/Lit Review

Assignment 4: Rough Draft

Assignment 5: Peer Critique

Assignment 6: Final Paper

Extra Credit. Throughout the semester there will be several extra credit opportunities in the form of external lectures you can view virtually. After viewing the presentation, write a 3-5 page paper of 1) summary of a lecture, 2), the discussion following, and 3) your own thoughts as it relates to what we have studied in class and in readings.

**Grading and Attendance:**

Undergraduate Grading will be as follows:

*Class Summaries/Presentation on Readings/Class Participation: 20%*

*Short paper 1: 10%*

*Short paper 2: 10%*

*Assignments 1-5: 20%*

*Research Paper: 40%*

Graduate Grading will be as follows

*Class Summaries/Presentation on Readings/Class Participation: 20%*

*Short paper 1: 10%*

*Short paper 2: 10%*

*Assignments 1-5: 10%*

*Research Paper: 50%*

Class participation is strongly encouraged and will be *essential* to your overall performance.

Attendance is mandatory and I will take attendance at the beginning of each class. You may miss three classes during the semester, after which your class participation grade will be docked 3 points for each absence. If you miss more than six classes I will drop your final grade by three points and /or reserve the right to drop you from the course. Your viewing of pre-recorded lectures during the week are also counted as attendance. All assignments must be turned in on time; those turned in late will not receive credit. If you must miss an assignment deadline you must let me know in writing *before* the date, otherwise your grade will be deducted by 1/3 per class.

**Class Rules:**

Please do not come late to class as it disrupts the class for both your fellow classmates and for me. As this is a small seminar class and we will be having discussions, you are required to turn

your video camera on so you can be present in the class in Zoom. Cellular phones *must* be silenced or turned off in the classroom. If you disrupt class by talking on the phone or text messaging, you will be asked to leave. If meeting face to face: laptops may *not* be used in the classroom. Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

The best way to contact me is by email. Please note that I will only check and respond to emails Monday through Friday during the work day; i.e. don't expect me to respond to an email at 2 am on a Saturday.

### **Academic Integrity Policy:**

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. Make sure you read and understand the policy, which is available at: <http://academicintegrity.uncg.edu/complete/>

*If you have any questions about any aspect of this policy, including what constitutes plagiarism, please consult the professor.*

UNCG's Academic Integrity Policy defines plagiarism as "representing the words of another, as one's own in any academic exercise" (<http://academicintegrity.uncg.edu/complete/>). Plagiarism includes both 1) failure to cite sources for ideas and words you use; and 2) submitting all or parts of someone else's work as your own. Be sure to cite fully all material you use, whether you are paraphrasing or using a direct quote.

Please note that plagiarism (this includes copying internet text for papers), cheating, and other violations of academic integrity are serious offences and will not be tolerated in the class or anywhere else in the University.

### **COVID-19 Information (Please Read)**

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- Wearing a face covering that covers both nose and mouth
- Observing social distance in the classroom
- Engaging in proper hand washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Should we return to a face to face format, we will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing

should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time. A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact OARS (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

### *COVID-19 Spartan Shield Video*

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>

## Lecture and Reading Schedule:

### Week 1 Introduction

W January 20 Organizational Meeting, Introductions, Reviewing Syllabus

---

### Week 2 Frederick Jackson Turner

M Jan 25 Historical Overview of Boundaries and Frontiers

#### Group Readings:

- Introduction by Curta, F., ed. *Borders, Barriers, and ethnogenesis: Frontiers in Late Antiquity and the Middle Ages*. 2005, 1-9.
  - “Introduction” in: Mathisen, Ralph W. and Hagith S. Sivan, eds. (1996). *Shifting frontiers in late antiquity: papers from the First Interdisciplinary Conference on Late Antiquity, The University of Kansas, March 1995*. Aldershot, Great Britain, 1-5.
  - Power, D. “Introduction, A. Frontiers: Terms, Concepts, and the Historians of Medieval and Early Modern Europe,” in: Powers, Daniel and Naomi Standen, eds. *Frontiers in Question: Eurasian Borderlands, 700-1700*. New York: St. Martin’s Press, 1999, 1-12.
  - Abulafia, D., “Introduction: Seven Types of Ambiguity” in: Abulafia, David and Nora Berend, eds. *Medieval Frontiers: concepts and practices*. (Burlington: Ashgate Publishing Company, 2002), 1-34.
  - Rodseth, Lars and B. Parker. “Introduction: Theoretical Considerations in the Study of Frontiers,” *Untaming the Frontier in Anthropology, Archaeology, and History*. Edited by B. Parker and L. Rodseth. Tucson: University of Arizona Press, 3-21.
- 

W Jan 27 Turner’s frontier as wilderness and Anti-Turnerian views, the “Middle Ground” theory

**[short paper 1 concise history of the Mediterranean due]**

#### Group Readings:

- Turner, F.J. “The Significance of the Frontier in American History,” 37-62.
- Wolfskill and Palmer, “Introduction” In: Wolfskill, George and Stanely Palmer, *Essays on Frontiers in World History*. (Austin: University of Texas Press, 1981), ix-xvi.
- Wyman and Kroeber, “Introduction” In: Wyman, Walker D. and Clifton B. Kroeber, eds. *The Frontier in Perspective*. (Madison: University of Wisconsin Press, 1957), xiii-xviii.
- Bohannon, “Introduction,” In: Bohannon, Paul and Fred Plog, eds. *Beyond the Frontier: social process and cultural change*. New York: The Natural History Press, 1967, xi-xvii.

- Bishko, Charles Julian “The Frontier in Medieval History” in a paper presented at the Annual Meeting of the American Historical Association, Washington, D.C. 29 December 1955, 1-7.  
<http://libro.uca.edu/aarhms/essays/bishko.html>

### **Presentations on readings**

#### Individual Readings (3 students):

- Mackendrick, Paul L. “Roman Colonization and the Frontier Hypothesis,” In *The Frontier in Perspective*, 3-21.
  - Reynolds R.J. “The Mediterranean Frontiers, 1000-1400” In *The Frontier in Perspective*, 21-35.
  - Bekker, K “Historical Patterns of Culture Contact in Southern Asia” In *Beyond the Frontier*, 71-86.
- 

### **Week 3 Spatial Frontiers**

#### **M Feb 1 Frontiers viewed as borderlines, and zones**

- Gilsinan, K. “The Many Ways to Map an Islamic State,” *The Atlantic* (August 24, 2014).  
<http://www.theatlantic.com/international/archive/2014/08/the-many-ways-to-map-the-islamic-state/379196/>

### **Presentations on readings**

#### Individual Readings (2 students):

- Whittaker, C.R. “Chapter 1: Space, Power, and Society” *Frontiers of the Roman Empire: A Social and Economic Study* (Baltimore, 1994), 10-30.
  - Squatriti, Paolo, “Moving Earth and Making Difference: Dikes and Frontiers in Early Medieval Bulgaria,” in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 59-90.
- 

#### **W Feb 3 Perceptions of space in the Medieval world**

#### Group Reading:

- Brauer, Ralph W. “Boundaries and Frontiers in Medieval Muslim Geography,” *Transactions of the American Philosophical Society* 85.6 (1995), 1-69.

### **Presentations on readings**

#### Individual Readings (1 student):

•Rooke, Tetz. "Writing the Boundary: *Khitat al-Shām* by Muhammad Kurd 'Ali," *The Concept of Territory in Islamic Law and Thought*, (2000), pp. 165-186.

---

## Week 4 Case Study 1: Rome and the Eastern *Limes*

### M Feb 8 Imperial borders and military boundaries

#### Group Readings:

- Parker, S.T. "Chapter 1: Introduction", "Chapter 6: Arabian Frontier from Trajan to Diocletian," "Chapter 7: The Arabian Frontier from Diocletian to Justinian," In *Romans and Saracens: A History of the Arabian Frontier*. ASOR Dissertation Series 6 (Winona Lake, IN: Eisenbrauns, 1986), 1-2; 123-134; 135-147.
- Mayerson, P., "Towards a Comparative Study of a Frontier," *Israel Exploration Journal* 40.4 (1990), 267-279
- Isaac, B. "Chapter 9: Frontier Policy – Grand Strategy?" In *The Limits of Empire: The Roman Army in the East*, 1992. 372-417.
- Whittaker, C.R. "Chapter 2: Frontiers and the Growth of Empire," and "Chapter 5: The Frontiers Under Pressure," *Frontiers of the Roman Empire: A Social and Economic Study* (Baltimore, 1994), 49-59; 132-151
- Eadie, John, "Transformation of the Eastern Frontier", in: *Shifting Frontiers*, Mathisen and Sivan, eds. 1996, 72-79.
- Magness, J. "Chapter 5 The Limes in Southeastern Judea," In *Early Islamic Settlement in Palestine*, 2004, 112-129.
- Elton, Hugh, "Defining Romans, Barbarians, and the Roman Frontier," in: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 126-135.
- Fentress, E. and A. Wilson, "The Saharan Berber Diaspora and the Southern Frontiers of Byzantine North Africa." In *North Africa Under Byzantium and Early Islam*. Edited by S. Stevens and J. Conant., Dumbarton Oaks. pp 41-64
- Lawrence, D. and T.J. Wilkinson, "The Northern and Western Borderlands of the Sasanian Empire: Contextualizing the Roman/Byzantine and Sasanian Frontier." In: *Sasanian Persia: Between Rome and the Steppes of Eurasia*. Edited by E. Sauer. 2007. (27 p)

#### **[Short Paper 2 due on Roman *Limes* debate]**

---

### W Feb 10 Roman Limes discussion continued: Local organization and zones of contact

(No Readings)

---

## **Week 5 Frontier Societies: Assimilation, Acculturation and Cultural Ambiguity**

**M Feb 15 Rome's Relations with Germanic tribes**

### Group Readings

•Brather, Sebastian. "Acculturation and Ethnogenesis along the Frontier: Rome and the Ancient Germans in an Archaeological Perspective" in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 139-171.

### **Presentations on readings**

#### Individual Readings (4 students):

•Ellis, Linda, "Dacians, Sarmatians, and Goths on the Roman-Carpathian Frontier: Second-Fourth Centuries" in: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 105-125.

•Henning, Joachim, "Civilization versus Barbarians? Fortification Techniques and Politics in the Carolingian and Ottonian Borderlands," in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 23-34.

•Teodor, Eugen, S., "The Shadow of a Frontier: The Walachian Plain during the Justinianic Age," in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 205-245

•Sirks, A.J Boudewijn, "Shifting Frontiers in the Law: Romans, Provincials, and Barbarians," in: *Shifting Frontiers*, Mathisen and Sivan, 1996, 146-157.

---

**W Feb 17 Early Medieval Frontiers**

### Group Readings:

•Burns, Robert I, "The Significance of the Frontier in the Middle Ages," *Medieval Frontier Societies*, Burns and Mackay, eds., 1989, 307-330.

### **Presentations on readings**

#### Individual Reading (1 student):

•Mackay, Angus, "Religion, Culture, and Ideology on the Late Medieval Castilian-Granadan Frontier" in: *Medieval Frontier Societies*, Burns and Mackay, eds., 1989, 217-243.

**\*Email me sometime before next class to discuss Research Paper topics**

---

## Week 6 Political Ideologies

M Feb 22 Byzantine/Late Antique Frontiers

**[Assignment 1 Research paper paragraph due]**

### Group Readings:

•Miller, David Harry, "Frontier Societies and the Transition Between Late Antiquity and the Early Middle Ages," in: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 158-171.

### **Presentations on readings**

#### Individual Readings (3 students):

•Okamura, Lawrence, "Roman Withdrawals from Three Transfluvial Frontiers." In: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 11-19.

•Drinkwater, John F. "The Germanic Threat on the Rhine Frontier?: A Romano-Gallic Artefact?" in: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 20-30

•Curta, Florin, "Frontier Ethnogenesis in Late Antiquity: The Danube, the Tervingi, and the Slavs," in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 173-202.

---

W Feb 24 Seventh-Tenth Centuries

### Group Readings:

•Pohl, Walter, "Frontiers and Ethnic Identities: Some Final Considerations," in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 255-265.

### **Presentations on readings**

#### Individual Readings (2 students):

•Kulikowski, Michael, "Ethnicity, Rulership, and Early Medieval Frontiers," in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 247-254.

•Olster, David, "From Periphery to Center: The Transformation of Late Roman Self-Definition in the Seventh Century" in: *Shifting Frontiers*, Mathisen and Sivan, eds., 1996, 93-101.

---

## Week 7 Religious Ideologies, part 1

M March 1 TBA

W March 3 **NO CLASS**

---

## Week 8 Religious Ideologies, part 2

M March 8 The Crusaders, Mamluks, Mongols, Ottomans

### Group Readings

• “Introduction” Mathisen and Sivan 1996.

• Wittek, Paul. *The Rise of the Ottoman Empire* 1938

### **Presentations on readings**

#### Individual Readings (3 students):

• Amitai-Press, Reuven, “Northern Syria Between the Mongols and Mamluks: Political Boundary, Military Frontier, and Ethnic Affinities,” in: *Frontiers in Question*, Powers and Standen, eds., 1999, 128-152.

• De Coca Castañer, José Enrique López, “Institutions on the Castilian-Granadan Frontier, 1369-1482,” in: *Medieval Frontier Societies*, Burns and Mackay, eds. 1989, 127-150.

• Williams, Ann, “Crusaders as Frontiersmen: The Case of the Order of St. John in the Mediterranean,” in: *Frontiers in Question*, Powers and Standen, eds., 1999, 209-227.

---

W March 10 Case Study 2: The Early Islamic Ribāt

### Group Readings

• Morriss, V. “Reimagining the Palestinian Ribat and their Role in the Creation of the Islamic Maritime Frontier.”

### **Presentations on readings**

#### Individual Readings (4 students):

• Khalilieh, H. “The Ribāt of Arsūf and the Coastal Defence System in Early Islamic Palestine.” *Journal of Islamic Studies* 19.2 (2008): 159-77.

• Masarwa, Y. “The Mediterranean as a Frontier: The Umayyad Ribats of Palestine.” In *Western Monasticism, Ante Litteram: The Spaces of Monastic Observance in Late Antiquity and the Early Middle Ages*. Edited by H. Dey and E. Fentress. Brepols, 2011. 177-199.

• Pradines, S. “From the Ribats to the Fortresses, the Fāṭimid Period of Transition in Muslim Military Architecture.” *Journal of Islamic Research* 31.3 (2020): 493-514.

•Barbé, H. and I. Taxel, “Habonim-Kafr Lām: A *Ribāt* of the Levantine Coast Defensive System in the First Centuries of Islam.” In: *The Art of Siege Warfare and Military Architecture from the Classical World to the Middle Ages*. Edited by M. Eisenberg and R. Khamisy. Oxbow, 2021, 153-164.

## [Assignment 2 Preliminary Bibliographies due]

---

### Week 9 Frontier Settlements

#### M March 15 Case Study 3: Internal or External Frontiers? - “Desert Castles or Quṣūr”

##### Group Readings:

•Grabar, O “Umayyad ‘Palace’ and the ‘Abbasid ‘Revolution’” (1955), 5-18.

•G.R.D. King, "The Umayyad Qusur and Related Settlements in Jordan," *IVth International Conference on Bilad al-Sham*. Amman: University of Jordan, 1989

•Bacharach, J. “Marwanid Umayyad Building Activities: Speculations on Patronage.” *Muqarnas* 13 (1996), 27-44.

•Genequand, D. “New Urban Settlement at Qasr al-Hayr al-Sharqi: Components and Development in the Early Islamic Period,” in: *Residences, Castles, Settlements: Transformation Processes between Late Antiquity and Early Islam in Bilad al-Sham*. Edited by K. Bartl and A. R. Moaz, 261-285. Rahden, Westf: Verlag Marie Leidorf, 2008.

---

#### W March 17 Colonialism, Feudalism/Anti-feudalism – Fortified places and *incastellamento*

##### Group Reading:

•Redford, S., “Chapter 2 Excavations in Medieval Levels at Gritille” and “Chapter 8 Interpreting Medieval Gritille,” In *The Archaeology of the Frontier in the Medieval Near East*, 1998, 31-76; 269-280.

##### **Presentations on readings**

##### Individual Readings (4 students):

•Dietler, M. “Chapter 8,” *Consumption and colonial encounters in the Rhône Basin of France : a study of Early Iron Age political economy*. 2005

•Francovich, R. & R. Hodges. “Chapter 4 From *Curtis* to *Castello*,” In *Villa to Village: the transformation of the Roman countryside in Italy, c.400-1000*. London: Gerald Duckworth & Co. Ltd., 2003, 75-105

•González Jiménez, Manuel, “Frontier and Settlement in the Kingdom of Castile (1085-1350),” in: *Medieval Frontier Societies*, Burns and Mackay, eds., 1989, 49-74.

•Rashev, Rasho, “Remarks on the Archaeological Evidence of Forts,” in: *Borders, Barriers, and Ethnogenesis*, Curta, ed., 2005, 51-58.

---

## **Week 10 Islamic-Christian interactions: the *thughūr***

### **M March 22 Case Study 3: The Islamic Byzantine Frontier of Spain:**

Late Roman to Early Islamic period – irrigation systems, Medieval period – *incastellamento*

#### **Presentations on readings**

##### Individual Readings (4 students):

•Bazzana, A. & J. de Meulemeester. “Irrigation systems of Islamic origin in the Valle de Ricote (Murcia, Spain). *Ruralia II* (Spa 1997) (Pamatky Archeologicke – Supplementum 11): 152-60, Praha, 1998.

•de Meulemeester, J. & A. Matthys. “The conservation of grain and the fortified granaries from the Maghreb to central Europe.” *Ruralia II* (Spa 1997) (Pamatky Archeologicke Supplementum 11): 161-71. Praha, 1998.

•Glick, T.F. “Tribal Landscapes of Islamic Spain: History and Archaeology.” *Inventing Medieval Landscapes: Sense of Place in Western Europe*. J. Howe and M. Wolfe, eds. (Gainesville, FL: 2002)

•Glick, T.F. “Chapter 5 The Transition to Feudalism,” In *From Muslim Fortress to Christian Castle: Social and Cultural Change in Medieval Spain*. (Manchester: Manchester University Press, 1995), 92-124

---

### **W March 24 Case Study 4: The Islamic Byzantine Frontier of Anatolia**

#### **[Assignment 3 Historiography Essay/Literature review due]**

##### Group Readings:

•Haldon, John F. and Hugh Kennedy, “The Arab-Byzantine frontier in the eighth and ninth centuries: military organization and society in the borderlands,” *Zbornik Radova Vizantoloski Institut* (*Recueil des Travaux de l’Institut d’Etudes Byzantines*) (Belgrade) 19 (1980), 79-116.

#### **Presentations on readings**

##### Individual Readings (3 students):

•Bosworth, C.E. “The City of Tarsus and the Arab-Byzantine frontiers in Early and Middle ‘Abbasid times.” *Oriens* 33 (1992) 268-86.

•Lilie, Ralph-Johannes. "The Byzantine-Arab Borderland from the Seventh to the Ninth Century." *Borders, Barriers, and Ethnogenesis: Frontiers in Late Antiquity and the Middle Ages*. Ed. Florin Curta. pp. 13-21.

•Bonner, M. "The Naming of the Frontier: `Awasim, Thughur, and the Arab Geographers." *Bulletin of the School of Oriental and African Studies* 57.1 (1994): 17-24.

---

## **Week 11 Archaeology of Islamic Frontiers**

**M March 29 The Byzantine-Islamic *thughūr***

**W March 31 Other Islamic Frontiers and how to classify them**

### **Presentations on readings**

#### Individual Readings (8 students):

•8 Chapters from edited volume, *The Archaeology of Islamic Frontiers*.

---

## **Week 12**

**M April 5 WRITING WORKSHOP**

**W April 7 TBA**

---

## **Week 13 Environmental Frontiers and Frontier Societies**

**M April 12 Mountains and Pastoralists,**

#### Group Readings:

•Shaw, B.D. "Bandit highlands and lowland peace: The mountains of Isauria-Cilicia." *JESHO* 33 (1990), 199-270.

•Braudel, F. "Preface to the First Edition," In *The Mediterranean World in the Age of Philip II*. Trans. by S. Reynolds (London, 1972), 17-21.

#### Individual Readings (1 student):

•Braudel, F. "Part One The Role of the Environment" including "Chapter 1 The Peninsulas: Mountains, Plateaux, and Plains.", 22-102 .

---

**W April 14 Marshes and Marsh Dwellers**

#### Individual Readings (1 student):

•A. Popovic, “Chapter 1 Origins of the Revolt,” *The Revolt of African Slaves in Iraq in the 3<sup>rd</sup>/9<sup>th</sup> Century*, 9-9-31.

**[Assignment 4 Rough Drafts Due]** Send an electronic copy of your draft to both me and the classmate who is critiquing your work by **midnight**.

---

## **Week 14 Deconstructing Frontiers**

**M April 19 NO CLASS, work on Peer Reviews**

**[Assignment 5 Peer-Reviews are due]** Email your classmate back their paper with your comments, using Track Changes in Word. Copy me so I can receive a copy as well.

---

**W April 21 Internal Frontiers and Frontier Societies, Frontiers as Centers**

### Individual Readings (4 students):

•Ellenblum, Ronnie, “Were there Borders and Borderlines in the Middle Ages? The Example of the Latin Kingdom of Jerusalem,” In *Medieval Frontiers*, Abulafia and Berend, eds., 2002, 105-119.

•Riley-Smith, Jonathan “Government and the Indigenous in the Latin Kingdom of Jerusalem,” in *Medieval Frontiers*, Aboulafia and Berend, eds., 2002, 121-131.

•Heywood, Colin, “The Frontier in Ottoman History: Old Ideas and New Myths,” *Frontiers in Question*, Powers and Standen, eds., 1999, 228-250.

•Gabbay, Alyssa. “Chapter 2 The Framework of Frontier Studies, When Two Cultures Meet,” In *Islamic Tolerance: Amir Khusraw and Pluralism* (New York: Routledge, 2010), 13-19.

---

## **Week 15 Final Presentations**

**M April 26 Presentation of Final Projects**

**W April 28 Presentation of Final Projects, continued. LAST DAY OF CLASSES**

**[Assignment 6 Final Papers due]**