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School of Humanities

GENERAL SPECIFICATIONS

Subject Data

Name:
Historia de al-Andalus
English name:
History of al-Andalus

Code:	**Type:**
101010308	Elective

Hours:

	Total	**In class**	**Out class**
Time distribution	150	45	105

ECTS:

Standard group	**Small groups**			
	Classroom	**Lab**	**Practices**	**Computer classroom**
4,8	1.2	0	0	0

Departments:	**Knowledge areas:**
History, Geography and Anthropology	Medieval History
Year:	**Semester**
2026-2027	First

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TEACHING STAFF		
Name:	**E-mail:**	**Telephone**
Alejandro García-Sanjuán	sanjuan@uhu.es	959 21 91 51
Others Data (Tutoring, schedule...)		
Schedule: Wednesday and Thursday: 10:30-12:00 Office hours (by appointment: sanjuan@uhu.es): Wednesday and Thursday: 8:00-10:30 and 13.30-14.30		

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SPECIFIC INFORMATION OF THE COURSE

1. Contents description:

1.1 In English:

Study of the history of al-Andalus, an Arab and Islamic country in Iberia over the Middle Ages, from the Muslim conquest (711) to the fall of Granada (1492).

1.2 In Spanish:

Estudio de al-Andalus, desde la conquista musulmana de la península Ibérica hasta la caída de Granada.

2. Background:

2.1 Situation within the Degree:

4th-year elective course

2.2 Recommendations

Knowledge of the medieval history of Spain is recommended.

3. Objectives (as result of teaching):

- C01: The student knows rationally, critically, diachronically and in a broad spatial dimension the main events, factors and processes of change and continuity in the past of humanity, from prehistory to the present world, developing a critical and investigative attitude.
- C02: The student relates and explains the influence of the past on the present, identifying and analysing societies in their spatial-temporal dimensions, and recognising the historical evolution and basic parameters of the formation and functioning of human societies.
- C03: The student understands historical and cultural diversity, and identifies and analyses alien value systems derived from these distinct historical and cultural traditions.
- C05: The student identifies and knows the historiographical production from its origin as a manifestation of rational-scientific thought, understands the problems inherent to historiographical development, and analyses and explains the elements of the historical context that allow the appearance and evolution of conceptual categories in historiography.
- C09: The student identifies the scientific methodology of an archaeological nature that makes possible historical knowledge based on material evidence.

4. Skills to be acquired

4.1 Specific Skills:

- HD01: The student organises, handles and manages general historical information relating to different societies and cultures, and applies an adequate capacity for understanding and structuring this information in a broad temporal and geographical framework.
- HD02: The student handles, compares and applies the most relevant concepts, categories, theories, themes, methods and instruments of analysis of the different disciplines and branches of historical research, and other related human sciences, which make historical knowledge possible.
- HD03: The student uses the means to search for, identify and select the different historical sources and critically examines and uses any kind of historical sources and documents (material, written, artistic, etc.) with an adequate capacity for analysis and synthesis, knowing how to apply them in historical study and research and the interpretation of societies in their spatio-temporal evolution.
- HD04: The student applies his/her knowledge through the collection and interpretation of relevant data, reflection, critical analysis, elaboration and defence of arguments, making judgements that include reasoning on the subjects addressed and solving problems within an area of study.

4.2 General, Basic or Transversal Skills:

- COM01: Evaluate and interpret the different factors and processes that cause change in human societies.
- COM02: Make understandable to others the influence of the past on the present, the main historical processes and historical and cultural diversity, transmitting information, ideas, problems and solutions, and fostering respect for the different value systems that derive from diverse historical and cultural traditions.
- COM03: To develop a critical and investigative attitude, and the necessary learning skills, which enable the permanent revision and advancement of knowledge as a basis for undertaking further studies with a high degree of autonomy and for professional practice, facilitating collaboration and active participation in the diverse and multiple potential outlets for labour market insertion.
- COM04: Promote, respect, watch over and transmit human rights, equality without discrimination on grounds of birth, race, gender, religion, opinion or any other personal or social circumstance, democratic values, tolerance, social equality and environmental sustainability.

5. Training Activities and Teaching Methods

5.1 Training Activities:

- Guided activities
- Supervised activities
- Autonomous activities

5.2 Teaching Methods:

- Theoretical-practical academic sessions
- Text commentaries and case studies
- Reading of specific bibliography and/or historical sources
- Search and analysis of information
- Study and preparation of contents

Attending classes is not mandatory, but it is highly advisable. **Try not to skip classes**

5.3 Development and Justification:

The teaching methodology combines directed, supervised and autonomous activities in order to ensure a comprehensive and critical understanding of medieval Iberia and al-Andalus:

- **Guided activities** will primarily take the form of lecture-based sessions with practical components (MD1), focused on the historical analysis of key political, social and economic transformations at global scale. These will be complemented by guided commentary on historical texts and case studies (MD4), as well as the collective viewing and discussion of documentaries and other audiovisual sources (MD2), which help to contextualise historical processes through a variety of media.
- **Autonomous activities** will comprise the independent reading of academic literature (MD7), personal study and preparation of course contents (MD14). The course aims to foster individual responsibility in learning and research, as befits a third-year undergraduate subject, where students are expected to take an increasingly active role in their academic development.

6. Detailed Contents

Unit 1. Modern perceptions of al-Andalus
Unit 2. The origins of al-Andalus (711-756)
Unit 3. The Umayyad dynasty of Córdoba (756-1031)
Unit 4. From the Taifa Kingdoms to the Berber dynasties (11th-13th centuries)
Unit 5. The Nasrid Emirate (13th-15th centuries)

7. Bibliography

7.1 Basic Bibliography:

Medieval Iberia

Collins, R. 1995 *Early Medieval Spain: Unity in Diversity, 400–1000*. Roger Collins. Macmillan Press, 2nd ed.

Glick, Th. F. 2005 *Islamic and Christian Spain in the Early Middle Ages*, Leiden: Brill.

Lomax, D. W. 1978 *The Reconquest of Spain*. London: Longman.

O'Callaghan, J. F. 1975 *A History of Medieval Spain*. Ithaca and London: Cornell University Press.

O'Callaghan, J. F. 2004 *Reconquest and Crusade in Medieval Spain*. Philadelphia: University of Pennsylvania Press.

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7.2 Additional Bibliography:

Boone, J. L. 2009 *Lost Civilization. The Contested Islamic Past in Spain and Portugal*, London: Duckworth.

Catlos, B. A. 2018 *Kingdoms of Faith. A New History of Islamic Spain*, New York, Basic Books.

Constable, O. R. 1994 *Trade and Traders in Muslim Spain. The Commercial Realignment of the Iberian Peninsula, 900-1500*, Cambridge University Press.
Available at: https://archive.org/details/Tokyo.Elektro_20170811

Fierro, M. 2005 *ʿAbd al-Rahman III. The First Cordoban Caliph*. Oxford: OneWorld Publications.

Fierro, M. 2012 *The Almohad Revolution: Politics and Religion in the Islamic West during the twelfth-thirteenth centuries*, Routledge.

Fierro, M. (ed.) 2020 *The Routledge Handbook of Muslim Iberia*, London and New York: Routledge.

Guichard, P. 2006 *From the Arab Conquest to the Reconquest: The Splendour and Fragility of Al-Andalus*, Granada: El Legado Andalusí.

Hitchcock, R. 2014 *Muslim Spain reconsidered: from 711 to 1502*, Edinburgh UP.

Kennedy, H. 1996 *Muslim Spain and Portugal: a political history of al-Andalus*, London and New York: Routledge.

Manzano, E. 2010 'The Iberian Peninsula and North Africa', *The New Cambridge History of Islam. Volume 1: The Formation of the Islamic World, Sixth to Eleventh Centuries*, Cambridge UP, 581-622.

Marín, M. (ed.) 1998 *The Formation of al-Andalus*, London and New York: Routledge.

Safran, J. M. 2001 *The Second Umayyad Caliphate. The Articulation of Caliphal Legitimacy in al-Andalus*, Harvard UP.

Safran, J. M. 2013 *Defining Boundaries in al-Andalus. Muslims, Christians and Jews in Islamic Iberia*, Cornell UP.

Wasserstein, D. 1985 *The Rise and Fall of the Party-Kings: Politics and Society in Islamic Spain, 1002-1086*, Princeton UP.

Wasserstein, D. 1993 *The Caliphate in the West: An Islamic Political Institution in the Iberian Peninsula*. Oxford UP.

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8. Systems and Assessment Criteria

8.1 Assessment system:

- Monitoring of attendance and participation (Multiple choice tests)
- Assessment of practical work (required readings)

.2 Assessment Criteria and Marks:

8.2.1 Exams. Call 1

The assessment system is based on multiple choice quizzes, one for each of the five units, and one for each of the two required readings (7 quizzes in total).
Passing a unit-quiz gives 1.5 points in the final mark and passing a required-reading quiz gives 1.25 points in the final mark.
Quizzes have 25 questions and each question gives three options. Up to 5 wrong answers are allowed on each quiz.
Unanswered questions are considered wrong answers. Wrong answers do not subtract correct answers

Following the Spanish academic assessment system, the final marks go as follows:
9-10 points: Sobresaliente
7-8 points: Notable
6-5 points: Aprobado (passed)
Less than 5 points: Suspenso (failed)

Required readings (available at Moodle Platform)

García-Sanjuán, A. 2020 Weaponizing Historical Knowledge: The Notion of *Reconquista* in Spanish Nationalism, *Imago Temporis. Medium Aevum*, 14.

Catlos, Brian (2018): *Kingdoms of Faith. A New History of Islamic Spain*. London: Hurst.

Instruments	**Percentage**	**Evaluation system**
Multiple choice test, 1st required reading	12.5%	SE6.Evaluation of practical work
Multiple choice test, 2nd required reading	12.5%	SE6.Evaluation of practical work
Multiple choice test, Unit 1	15%	SE1.Monitoring attendance and participation
Multiple choice test, Unit 2	15%	SE1.Monitoring attendance and participation
Multiple choice test, Unit 3	15%	SE1.Monitoring attendance and participation
Multiple choice test, Unit 4	15%	SE1.Monitoring attendance and participation
Multiple choice test, Unit 5	15%	SE1.Monitoring attendance and participation

8.2.2 Exams. Call 2

Instruments	Percentage	Evaluation system
Multiple choice test, required readings	50%	SE6.Evaluation of practical work
Multiple choice test, Units	50%	SE1.Monitoring attendance and participation

8.2.3 Exams. Call 3

Instruments	Percentage	Evaluation system
Multiple choice test, required readings	50%	SE6.Evaluation of practical work
Multiple choice test, Units	50%	SE1.Monitoring attendance and participation

8.2.4 Extraordinary Convocatory

Instruments	**Percentage**	**Evaluation system**
Multiple choice test, required readings	50%	SE6.Evaluation of practical work
Multiple choice test, Units	50%	SE1.Monitoring attendance and participation

8.3 Single Final Evaluation:

According to art. 8 of the Reglamento de Evaluación para las titulaciones de Grado y Máster oficial de la Universidad de Huelva, students may choose to abide by the final exam system. In that case, students must communicate their decision by email (sanjuan@uhu.es) within the first two weeks of the course.

Instruments	**Percentage**	**Evaluation system**
Multiple choice test, required readings	50%	SE6.Evaluation of practical work
Multiple choice test, Units	50%	SE1.Monitoring attendance and participation