REQUIREMENTS

al-Andalus into enemy hands (12th-15th century). But the fall of a sizeable part of different cities and regions of the Islamic world. The mobility patterns of scholars. That transmission was not accomplished via contact between master and disciple. That transmission was not achieved in one way alone; pupils would usually turn to several masters who would spread the same piece of information, ranging from sayings of the Prophet to full books. These circumstances led to the knowledge transfer network adopting partially connected mesh topology, in accordance with the terminology currently employed. Contact between master and disciple often implied travelling to different cities and regions of the Islamic world. The fall of a sizeable part of al-Andalus into enemy hands (12th-15th century) led to an increase in the geographical mobility of Andalusi scholars. The impact of the ensuing forced migration of scholars on both individuals and society needs to be studied. Were there uniform or widespread behaviour patterns? Was displacement first internal (i.e. within al-Andalus) before extending to other areas of the Islamic world? Did migrants settle in their new place of residence or tend to move frequently? Was migration definitive or were there attempts to return? How did migration affect scholarly practices and intellectual production? How were migrants received in the places in which they settled? Were Andalusi scholars able to maintain their religious authority outside their local contexts? By analysing the information contained in biographical and historical works, the intention is to get a picture of how migrant scholars themselves viewed the influence of those events on their lives. Special attention will be given to the depth of the émigrés’ sense of belonging and, hence, of being uprooted, in the new place of residence. The applicant is expected to develop his/her own research project within the framework of the position description. The applicant will interact on a regular basis with the other project partners and cooperate with the other Early Stage Researchers where required. Additionally, travel abroad will be necessary.

Each applicant may apply for up to 3 Early Stage Researchers positions.

SECONDMENT

• Gotha Research Library, University of Erfurt (Monika Hasenmüller)
• Brill, Leiden (Nicolette van der Hoek)
• Center for Digital Scholarship, Leiden (Fieke Schoots, Laurens Sesink)

The ESR will be under the supervision of Dr. Mayte Penelas (CSIC-EEA) and co-supervision of Prof. Konrad Hirschler (Freie Universität Berlin) and of Dr. Fieke Schoots (CDS-Leiden University). External tutor: Erdogan Aykaç (Tropenmuseum).

Application form on: www.itn-mida.org
For further information about the project and the position, please contact: info@itn-mida.org

Deadline: 15th of June
Candidatures received after the 15th of June will not be considered.
Starting date: ideally in September 2019

Eligibility criteria:

• no residence in Spain for more than 12 months in the 3 years immediately preceding the engagement date
• no PhD degree
• less than 4 years of research, Master excluded
• not restricted to EU citizens

Application file:

• copies of degree certificates (Master degree or equivalent)
• curriculum vitae
• list of publications (if applicable)
• reference letter
• 2-page research proposal
• short motivation letter

INDIVIDUAL PROJECT DESCRIPTION

Relying primarily on the information contained in the online database PUA (Prosopography of the ulama of al-Andalus: https://www.eea.csic.es/pua/), the aim of the project is twofold: to analyse the networks of transmission of Islamic knowledge and to analyse the mobility patterns of scholars. Transmission of knowledge in the medieval Arab-Islamic world was mainly accomplished via contact between master and disciple. That transmission was not achieved in one way alone; pupils would usually turn to several masters who would spread the same piece of information, ranging from sayings of the Prophet to full books. These circumstances led to the knowledge transfer network adopting partially connected mesh topology, in accordance with the terminology currently employed. Contact between master and disciple often implied travelling to different cities and regions of the Islamic world. But the fall of a sizeable part of al-Andalus into enemy hands (12th-15th century) led to an increase in the geographical mobility of Andalusi scholars. The impact of the ensuing forced migration of scholars on both individuals and society needs to be studied. Were there uniform or widespread behaviour patterns? Was displacement first internal (i.e. within al-Andalus) before extending to other areas of the Islamic world? Did migrants settle in their new place of residence or tend to move frequently? Was migration definitive or were there attempts to return? How did migration affect scholarly practices and intellectual production? How were migrants received in the places in which they settled? Were Andalusi scholars able to maintain their religious authority outside their local contexts? By analysing the information contained in biographical and historical works, the intention is to get a picture of how migrant scholars themselves viewed the influence of those events on their lives. Special attention will be given to the depth of the émigrés’ sense of belonging and, hence, of being uprooted, in the new place of residence.

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