

**The University of Western Ontario
Department of History
2011-12**

HISTORY 3605E– CRUSADERS AND MUSLIMS IN THE TWELFTH CENTURY

Dr. Maya Shatzmiller Ph.D. FRSC
Lecture: Tues 2:30-4:30pm
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Course Description

The history of the Crusades to the Holy Land in the eleventh, twelfth and thirteenth centuries are an important chapter in the history of Western Christendom, European history and Islamic and Middle Eastern history; in short, the Crusades are what we call 'a moment in world history'. We will study it focusing on four main themes. The first involves the preaching and the call for a Crusade, the background and conditions of the eleventh century in Europe, the march to the Holy Land, the main groups participating, the conquest of Jerusalem and the settlement of the Crusaders in states and cities. The second theme is the economic foundations of the Crusaders states. We will talk about the feudal system as a socio/economic/political system which transplanted itself into the Middle East through the Crusades and compare it with the Islamic *iqta*'; we will also study cultivation and agricultural patterns in the Middle East and Europe and trade, Islamic and Christian, and the effect of the Crusades on the development of the Italian cities and the Mediterranean trade as a whole. The third theme is the institutions created in the Holy Land by the Crusaders, mostly those of the Latin Kingdom of Jerusalem. These include political, social and legal institutions which will be studied in comparison to similar Islamic institutions. Our fourth and last theme will be the political developments. Here we will begin with the Second crusade following the fall of Edessa, the Battle of Hattin and the elimination of the kingdom of Jerusalem in the interior, as well as the Third and the Fourth crusades. We will end with the liquidation of the Crusaders enterprise in the Holy Land in 1291 and the developments in the Islamic Middle East in its aftermath.

Class work

I will provide introductory lectures for each of the weekly class topics. Students in the course are asked to prepare the weekly assigned readings. These will provide them with the wider knowledge needed in order to discuss selected historical questions in their historical framework during class discussions following the lectures. We will also read primary sources in English translation and analyze them in class. In addition to the weekly readings and the preparation of primary sources for class discussion, the students'

work also consists in writing a 20 page paper. Selection of research paper topic from the list provided in WebCT is to be done by the third meeting to allow enough time for in depth research. After discussion with me each student will present her or his paper in class (with the help of Power Point). I believe that presenting a concise analytical research will enable students to gain better analytical and oral skills for the future.

Evaluation

Participation (preparation of the weekly readings, class discussion, attendance and performance in paper presentation)	30%
Mid-term exam	30%
Research Paper (due 1 week after presentation)	40%

Readings and Textbooks

Most textbooks dealing with the Crusades are focused on the religious aspects of the movement. While important, this approach is only one way of telling the history of the Crusades, and according to me, not satisfying at that. There is more to the episode of the Crusades to the Holy Land than the wars and the supposed hatred between Christians and Muslims in the medieval period. The social and economic dimensions are in many instances completely ignored in the European textbooks. Muslim historians are equally uninterested in them. This Crusades course adopts a different approach, one which seeks to elucidate the shared experience as an exercise in medieval state building and the social and economic environment of both Muslims and Christians . For this reason I have assigned two general textbooks , one a general history of the Crusades centered on the Christian world, the other on the Islamic side. Both were chosen because they recognize, albeit partially, the importance of dealing with institutions and social and economic background and both are available for purchase in the bookstore.

1. Hans Eberhard Mayer, *The Crusades*. Translated by John Gillingham (Oxford University Press), first published in 1965 in German but new editions of the English texts keep appearing. Any edition beginning with the second one of 1990, is OK.
2. Peter M. Holt, *The Age of the Crusades. The Near East from the Eleventh Century to 1517*. (Longman) first published in 1986 but numerous printings as well. Try and get the latest. I have the 1997 text.

Please also purchase – if you don't already have, a copy- of the following, you will need it for the paper;

Mary Lynn Rampolla, *A Pocket Guide to Writing In History, Sixth Edition*.

(Bedford/St.Martin's, 2010)

OR

William Kelleher Storey and Towser Jones, *Writing History. A Guide for Canadian Students, Third Edition*. (Oxford University Press, Canada, 2011)

In addition to these basic textbooks, I have assigned more readings from other sources which I consider important for our course. These books are on the Reserve Shelves in D.B. Weldon Library.

1. Joshua Prawer. *The Latin Kingdom of Jerusalem: European Colonialism in the Middle Ages*. (London, Weidenfeld and Nicolson, 1972)
American ed. Published under title: *The Crusader's Kingdom: European Colonialism in the Middle Ages*. (New York, Praeger Publishers, 1972)
2. Kenneth Setton, General Editor, *A History of the Crusades*. (The University of Wisconsin Press) in 6 Vols. Assigned readings are from volumes 1, 2, and 5.
3. James A. Brundage, *The Crusades. A Documentary Survey* (Milwaukee, 1962) 2nd printing 1975.
4. Peter W. Edbury, *John of Ibelin and the Kingdom of Jerusalem*. (The Boydell Press, 1997). Selected readings.

PRIMARY Sources

The study of the Crusades involves work in the primary sources, both Latin and Arabic, and students are expected to use them in their papers. A list of the primary sources in translation is provided in WebCT under Supplementary Material. The following is a selection of primary sources, which will be read in class:

From James A. Brundage, *The Crusades. A Documentary Survey* (Milwaukee, 1962) 2nd printing 1975.

1. *The Sermon of Pope Urban II at Clermont, pp. 17-21*
2. *The Capture of Jerusalem, pp. 63-65*
3. *Godfrey of Bouillon becomes "Defender of the Italy Sepulcher," pp. 70-73*
4. *The Foundation of the Order of Knights Templar, pp. 76-77*
5. *The Battle of Hattin, pp. 153-59*

From Peter W. Edbury, *John of Ibelin and the Kingdom of Jerusalem* (The Boydell Press, 1997)

6. *Le livre des Assises, pp. 191-200*

Preparation of primary documents for class discussion is an essential component of the seminar and involves historical and historiographical interpretation and analysis

For instance, identification of the primary source from which the reading is taken, the year in which the source was written, where it was written and for what purpose, when did its author live and what was the source's role and significance; on the historical level, the identification of all persons mentioned in the document, when they lived, where, and what was their historical significance; be familiar with the event, or events, described in the document, where, when and why it occurred, and their historical background. Familiarize yourself with the bibliographical tools for this study and be ready to share them in class.

LECTURE TOPICS: FIRST TERM

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|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meeting No. 1 | September 13, 2011
INTRODUCTION TO THE HISTORIOGRAPHY OF THE
CRUSADES: EUROPEAN AND MIDDLE EASTERN
SOURCES
Readings: Mayer, pp. 1-7
Holt, pp. 1-8 |
| Meeting No. 2 | September 20, 2011
BACKGROUND TO THE FIRST CRUSADE I: EUROPE
AND BYZANTIUM
Readings: Mayer, pp. 8-37
<i>A History of the Crusades</i> , Vol. I: pp. 3-28, 31-54,
54-67, (Byzantium) 177-219 |
| Meeting No. 3 | September 27, 2011
BACKGROUND TO THE FIRST CRUSADE II: THE
MIDDLE EAST
Readings: Holt, pp. 9-15, 167-177
<i>A History of the Crusades</i> , Vol. I: pp. 68-176; Vol.
V: pp. 3-32 |
| Meeting No. 4 | October 4, 2011
THE FIRST CRUSADE: PREACHING THE IDEA AND THE
ROLE OF THE PAPACY
Readings: Same as above
Document 1: The Sermon of Pope Urban II at Clermont ,
Brundage, pp. 17-21 |
| Meeting No. 5 | October 11, 2011
THE FIRST CRUSADE: THE REALIZATION
Readings: Mayer, pp. 38-57
Holt, pp. 16-30
Document 2: The Conquest of Jerusalem , Brundage, pp. 63-65 |

- Meeting No. 6 October 18, 2011
**ESTABLISHMENT OF CRUSADER STATES:
 POPULATION, MONARCHY AND FEUDAL LORDS**
 Readings: Mayer, pp. 58-92
 Holt, pp. 31-37, 38-59
 Prawer, pp. 110-158
 Russell, "The Population of the Crusaders States,"
 in *A History of the Crusaders*, Vol. V: pp. 295-314
 Document 3: **Godfrey of Bouillon becomes defender of the
 Holy Sepulcher**, Brundage, pp. 70-73
- Meeting No. 7 October 25, 2011
**THE MILITARY ORDERS, ARCHITECTURE, CASTLES
 AND WARFARE**
 Readings: Mayer, pp. 93-107
 Prawer, pp. 252-351
 Document 4: **The Foundation of the Order of the Knights
 Templar**, Brundage, pp. 76-77
- Meeting No. 8 November 1, 2011
THE ECONOMY: AGRICULTURE
 Readings: Prawer, pp. 352-381.
 A History of the Crusades, Vol. V: pp. 251-294
- Meeting No. 9 November 8, 2011
THE ECONOMY: TRADE AND THE ITALIAN CITIES
 Readings: Prawer, pp. 382-415.
 A History of the Crusades, Vol. V: pp. 379-451
- Meeting No. 10 November 15, 2011
INSTITUTIONS: LOCAL COMMUNITIES
 Readings: *A History of the Crusades*, Vol. V: pp. 59-117
 Prawer, pp. 46-60, 233-251
- Meeting No. 11 November 22, 2011
INSTITUTIONS: THE LEGAL ASPECTS
 Readings Edbury, pp. 127, 155-162
 Document 6: **Le livre des Assises**, Edbury, pp. 191-200
- Meeting No. 12 November 29, 2011
**INSTITUTIONS: EUROPEAN FEUDALISM AND THE
 IQTA'**
 Readings: Holt, pp. 60-81, 138-154
- Meeting No. 13 December 6, 2011
**FACTORS OF ISLAMIC RECOVERY: DEMOGRAPHY,
 ETHNICITY, RELIGION, ECONOMY, POLITICAL
 ORGANIZATION**
 Readings: *A History of the Crusades*, Vol. V: pp. 3-58.
 Holt, pp. 82-137

MIDTERM EXAM

SECOND TERM

- Meeting No. 14 January 10, 2011
SALADIN AND THE BATTLE OF HATTIN
Readings: Mayer, pp. 107-136.
 Holt, pp. 38-66
Document 5: **The Battle of Hattin**, Brundage, pp. 153-159.
- Meeting No. 15 January 17, 2011
POLITICAL HISTORY: SECOND, THIRD AND FOURTH CRUSADERS AND LIQUIDATION
Readings: Mayer, pp. 93-106, 137-151, 196-213
 A History of the Crusades, Vol. II: pp. 45-85, 153-185.
- Meeting No. 16 January 24, 2011
THE CRUSADER STATES IN THE 12TH AND 13TH CENTURY
Readings Mayer, pp. 152-195
 Holt, pp. 155-166
- Meeting No. 17 January 31, 2011
LIQUIDATION AND THE NEW MIDDLE EAST
Readings: *A History of the Crusades*, Vol. II: pp. 45-85, 153-185
 Holt, pp. 178- 206
- Meeting No. 18 February 7, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 19 February 14, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 20 February 28, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 21 March 6, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 22 March 13, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 23 March 20, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 24 March 27, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 25 April 3, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 26 April 10, 2011
RESEARCH PAPER PRESENTATIONS

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

THE UNIVERSITY OF WESTERN ONTARIO
FACULTY OF SOCIAL SCIENCE

PLAGIARISM

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship

according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

MEDICAL ACCOMMODATION

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. Please go to <http://www.uwo.ca/univsec/handbook/appeals/medicalform.pdf> to download the necessary form. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation is warranted. They will subsequently contact the instructors in the relevant courses about the accommodation. Once a decision has been made about accommodation, the student should contact his/her instructors to determine a new due date for term tests, assignments, and exams.

If you have any further questions or concerns please contact, Rebecca Dashford, Undergraduate Program Advisor, Department of History, 519-661-2111 x84962 or rdashfo@uwo.ca