

The University of Western Ontario
Department of History
2013-14

HISTORY 3605E– CRUSADERS AND MUSLIMS IN THE HOLY LAND

Professor Maya Shatzmiller Ph.D. FRSC

Lecture: Thursday 2:30-4:30

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Course Description

The Crusades to the Holy Land are what we call ‘a moment in world history’ – they were unique. We will study them analytically, chronologically and comparatively, as a chapter in the history of Western and Eastern Christianity, medieval Europe and the medieval Islamic Middle East.

The course material is organized around four main themes. The first consists of the following topics: the preaching and the call for the first Crusade, the background in and eleventh century Europe, the march to the Holy Land, the main groups participating in the march, the conquest of Jerusalem and the settlement, the Crusaders 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 was transplanted from Europe to the Middle East and compare it with the Islamic *iqta*, cultivation methods and agricultural patterns in the Middle East and Europe, trade 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, investigated in comparison to similar Islamic institutions. Our fourth and last theme will be the political developments in the Holy Land. Here we will begin with the Second Crusade following the fall of Edessa in 1143, the Battle of *Hattin* and the elimination of the kingdom of Jerusalem, the loss of the interior and the survival of the coastal cities, 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

Introductory lectures for each of themes will be provided weekly during the class meetings. Students are asked to prepare the weekly assigned readings, which will provide the background needed for the discussion in class. Several texts taken from the primary sources in English translation will be read and analyzed 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. The selection of research paper topic will

be done by the third meeting to allow enough time for in depth research. Each student will present her or his paper in class in a Power Point presentation.

Learning outcome

The seminar provides knowledge of an important subject in world history. The preparation for class meetings, the research, the analysis of historical material, as well as the presentation of a concise analytical research paper enable students to gain understanding of global events, and acquire better analytical and oral skills for the future.

Evaluation

Participation and attendance (preparation of the weekly readings, class discussion, attendance and performance in paper presentation)	30%
Review of a book or an article related to your research paper	30%
Research Paper (due 1 week after presentation)	40%

Readings and Textbooks

Most textbooks dealing with the Crusades focus 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 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 social and economic experience as an exercise in medieval state building and the environment of both medieval 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.

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 will be provided. 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*

Document 2: **The Conquest of Jerusalem**, Brundage, pp. 63-65

- Meeting No. 6 October 17, 2013
**ESTABLISHMENT OF CRUSADER STATES:
POPULATION, MONARCHY AND FEUDAL LORDS**
Readings: Mayer, pp. 58-92
 Holt, pp. 31-37, 38-59
 Praver, 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 24, 2013
**THE MILITARY ORDERS, ARCHITECTURE, CASTLES
AND WARFARE**
Readings: Mayer, pp. 93-107
 Praver, pp. 252-351
Document 4: **The Foundation of the Order of the Knights
Templar**, Brundage, pp. 76-77
- Meeting No. 8 October 31, 2013
THE ECONOMY: AGRICULTURE
Readings: Praver, pp. 352-381.
 A History of the Crusades, Vol. V: pp. 251-294
- Meeting No. 9 November 7, 2013
THE ECONOMY: TRADE AND THE ITALIAN CITIES
Readings: Praver, pp. 382-415.
 A History of the Crusades, Vol. V: pp. 379-451
- Meeting No. 10 November 14, 2013
INSTITUTIONS: LOCAL COMMUNITIES
Readings: *A History of the Crusades*, Vol. V: pp. 59-117
 Praver, pp. 46-60, 233-251
- Meeting No. 11 November 21, 2013
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 5, 2013
**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

Review of book or article related to your topic

SECOND TERM

- Meeting No. 14 January 9, 2014
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 16, 2014
**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 23, 2014
**THE CRUSADER STATES IN THE 12TH AND 13TH
CENTURY**
Readings Mayer, pp. 152-195
 Holt, pp. 155-166
- Meeting No. 17 January 30, 2014
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 6, 2014
RESEARCH PAPER PRESENTATIONS
- Meeting No. 19 February 13, 2014
RESEARCH PAPER PRESENTATIONS
- February 17-21, 2014 Reading Week
- Meeting No. 20 February 27, 2014
RESEARCH PAPER PRESENTATIONS
- Meeting No. 21 March 6, 2014
RESEARCH PAPER PRESENTATIONS
- Meeting No. 22 March 13, 2014
RESEARCH PAPER PRESENTATIONS
- Meeting No. 23 March 20, 2014
RESEARCH PAPER PRESENTATIONS
- Meeting No. 24 March 27, 2011
RESEARCH PAPER PRESENTATIONS
- Meeting No. 25 April 3, 2011

RESEARCH PAPER PRESENTATIONS

SUPPORT SERVICES

Students who are in emotional/mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

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