

**The University of Western Ontario**  
**Department of History**  
**2015-2016**  
**HISTORY 3605E– CRUSADERS and MUSLIMS in the HOLYLAND**

Professor Maya Shatzmiller Ph.D. FRSC

Lecture: Thursday 2:30-4:30

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### **Course Description**

The Crusades to the Holy Land were a moment in the history of Christendom as well as a chapter in the history of Western Europe, Eastern Christianity, and the medieval Islamic Middle East.

While the historical experience of the First Crusade to the Holy land was unique in many respects, the Crusades to the Holy land as a whole have a comprehensive history of their own as a two hundred years period, contiguous and linked to changes which affected the political, religious, social and economic development of Europe and the Middle East. The approach undertaken in this course is to look at the history of the Crusades as a truncated experience but also as an intermediary period, as a tool of change in medieval history and explore and study tis history chronologically, thematically, comparatively, and analytically.

The course is organized around four main themes:

i) The First Crusade including the preaching and the call for the first Crusade, groups participating in the march, the march and the conquest of Jerusalem, the settlement and the formation of the Crusaders states.

ii) The economic foundations of the Crusaders states including the social/economic/political system of European feudal system compare it with the Islamic *iqta'*. Agriculture, cultivation methods and patterns in the Middle East and Europe. Manufacturing and trade, especially the effect of the Crusades on the development of the Italian cities, the Mediterranean trade and beyond.

iii) The third theme is the institutions, political, social and legal, created in the Holy Land by the Crusaders, represented by those of the Latin Kingdom of Jerusalem, before and after the fall of Jerusalem. Comparison to Islamic institutions highlights questions of performance, in military, social and economic areas.

iv) Fourth and last theme returns to events analyzing political developments in the Holy Land with the Second, Third and Fourth Crusades, implementing in the analysis the lessons learned from the three previous sections. Second Crusade following the fall of Edessa in 1143, the Battle of *Hattin* and the elimination of the kingdom of Jerusalem. Third and the Fourth Crusades and their relevance to the history of Trade , the loss of the interior and the survival of the coastal cities. 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**

1. Attend all classes.
2. Prepare the readings.
3. Participate in class discussions.
4. Prepare the primary sources.
5. Prepare work plan for research paper.
6. Book a meeting with Instructor.
7. Present your paper in class.
8. Deliver 20 page research paper a week after presentation
9. Provide commentary and feedback to students' papers.

### **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%

Mid-term exam

30%

Research Paper

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, but alternative approaches have not been developed into text books. As mentioned earlier, 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.

Two general textbooks, one a general history of the Crusades focused on the Christian world, the other on the Islamic side. Both were chosen because they recognize, albeit imply it only partially, the importance of institutions and social and economic background.

Jonathan Riley-Smith, *The Crusades. A History*. Second Edition. Yale University Press, New Haven and London, 1987, 2005.

Peter M. Holt, *The Age of the Crusades. The Near East from the Eleventh Century to 1517*. Longman, London and New York, 1986

For writing Research papers in History every student needs to use a guide:

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)

### **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 Crusaders texts in translations and other primary sources will be provided on OWL.

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) 2<sup>nd</sup> 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 Holy Sepulcher," pp. 70-73***
- 4. *The Foundation of the Order of Knights Templar, pp. 76-77***
- 5. *The Battle of Hattin, pp. 153-596.***
- 6. *Le livre des Assises by John of Jaffa,***

From Peter W. Edbury, *John of Ibelin and the Kingdom of Jerusalem* (The Boydell Press, 1997) **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 the author live and what was the source's role and significance; Identify the historical persons and circumstances mentioned in the document, when did they live, where, and what was their historical significance; Get familiar with the event, or events, described in the document, where, when and why they occurred, historical background, etc.



Meeting No. 6            October 15, 2015  
**ESTABLISHMENT OF CRUSADER STATES:  
POPULATION, MONARCHY AND FEUDAL LORDS**  
Readings:        R.-S., pp. 50-111(Mayer, pp. 58-92)  
                         Holt, pp. 31-37, 38-59  
                         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 22, 2015  
**INSTITUTIONS: THE LEGAL ASPECTS**  
Readings        Edbury, pp. 127, 155-162  
Document 6: **Le livre des Assises of John of Jaffa**, Edbury, pp.  
191-200

**OCTOBER 29            FALL STUDY BREAK NO CLASSES**

Meeting No. 8            November 5, 2015  
**THE ECONOMY: AGRICULTURE**  
Readings:        Prawer, pp. 352-381.  
                         *A History of the Crusades*, Vol. V: pp. 251-294

Meeting No. 9            November 12, 2015  
**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 19, 2015  
**INSTITUTIONS: LOCAL COMMUNITIES**  
Readings:        *A History of the Crusades*, Vol. V: pp. 59-117  
                         Prawer, pp. 46-60, 233-251

Meeting No. 11          November 26, 2015  
**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. 12

December 3, 2015

**INSTITUTIONS: EUROPEAN FEUDALISM AND THE  
IQTA'**

Readings: Holt, pp. 60-81, 138-154

## MIDTERM EXAM

### SECOND TERM

Meeting No. 13

January 7, 2016

**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

Meeting No. 14

January 14, 2016

**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 21, 2016

**POLITICAL HISTORY: SECOND, THIRD AND FOURTH  
CRUSADERS AND LIQUIDATION**

Readings: R.-S., Ch. 5, pp. 112-182. (Mayer, pp. 93-106, 137-  
151, 196-213)

*A History of the Crusades*, Vol. II: pp. 45-85, 153-  
185.

Meeting No. 16            January 28, 2016  
**THE CRUSADER STATES IN THE 12<sup>TH</sup> AND 13<sup>TH</sup>  
CENTURY**  
Readings            R.-S., Ch. 8, pp.215-244. (Mayer, pp. 152-195)  
                                 Holt, pp. 155-166

Meeting No. 17            February 4, 2016  
**LIQUIDATION AND THE NEW MIDDLE EAST**  
Readings:            R.-S., Ch. 8, pp. 215-244.  
                                 *A History of the Crusades*, Vol. II: pp. 45-85, 153-  
                                 185  
                                 Holt, pp. 178- 206

**RESEARCH PAPER PRESENTATIONS BEGIN**

Meeting No. 18            February 11, 2016  
Meeting No. 19            February 25, 2016  
Meeting No. 20            February 25, 2016  
Meeting No. 20            February 26, 2016  
Meeting No. 21            March 10, 2016  
Meeting No. 22            March 17, 2016  
Meeting No. 23            March 24, 2016  
Meeting No. 24            March 31, 2016

## ADDITIONAL STATEMENTS

### **Prerequisites and Antirequisites:**

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

### **Academic Offences:**

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

### **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 Issues:**

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](https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf) to read about the University's policy on medical accommodation. This site provides links to the necessary forms. 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 should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

### **SUPPORT SERVICES:**

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@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.*

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or [msherif5@uwo.ca](mailto:msherif5@uwo.ca)