

HISTORY 3602F
Crusaders and Muslims in the Middle East

Fall 2020
Tuesdays 3:30-5:30

Instructor: Dr. Maya Shatzmiller FRSC

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This is a draft syllabus. Please see your course OWL site for the final syllabus.

This course will take place in a virtual, synchronous format - on-line and at a dedicated time

The University is investigating a blend of online and live course delivery, and is being guided by recommendations from health authorities and the provincial and federal governments. The Department of History is committed to providing a superior learning experience for all students, and our faculty members are reimagining their course offerings to take advantage of the best new technologies and practices available in online teaching and learning. Please monitor the department website for course information - we will post updates as soon as they are available.

Course Description:

Christendom inserted itself into the medieval Islamic Middle East. The Middle East, Western Europe, Byzantium, Eastern Christianity, were all affected by it. The Crusades to the Holy Land were a 'moment in history'. The historical experience of the First Crusade and the Latin Kingdom of Jerusalem were a unique as a two hundred years' political unit, the 5 Crusades to the Holy land have a comprehensive impact of their own. Political, religious, social and economic changes in Europe and the Middle East are linked, explain and inspired by them. We will study the history of the Crusades through its history and historiography, chronologically, thematically, comparatively, and analytically, but also as a period of change in medieval history. Unlike most courses offered on the Crusades that focus on the religious aspects of the movement this Crusades course adopts a different approach. We seek to shed light on the social and economic interaction between Middle Eastern history and the Crusaders' states, and analyze their impact on medieval Europe and as a neighbor of Islamic states.

Course Syllabus:

The course work is planned around four main themes:

i) The First Crusade including the preaching and the Call for the First Crusade, the groups participating in the march, the march and the conquest of Jerusalem, and how they affected the settlement and the formation of the Crusaders states.

ii) The economic foundations of the Crusaders states including the European social/economic/political systems of European feudal systems and compare them with the Islamic ones. We look at agriculture, 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 that of institutions, political, social and legal, that evolved in the Holy Land, the Latin Kingdom of Jerusalem, before and after the fall of Jerusalem. Comparison with Islamic institutions highlights questions of social and economic achievements.

iv) Fourth theme returns to events. We analyze political developments in the Holy Land in light of the Second, Third and Fourth Crusades. The Second Crusade followed the fall of Edessa in 1143. The Third and the Fourth Crusades followed the Battle of *Hattin* and the elimination of the kingdom of Jerusalem and the loss of the interior. 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.

Students will acquire the knowledge of an important subject in world history of both medieval Europe and the Middle East. Students will also learn research methodologies, and knowledge in medieval western historiography. They will be trained in writing a historical paper, and if they wish, in oral presentation of research projects. Analytical and oral skills are useful for the future.

Class work required:

1. Attend all classes.
2. Prepare the weekly readings.
3. Participate in class discussions.
4. Read and understand the primary sources.
5. Select a theme for research paper from a list or choose your own.
6. Prepare a list of sources including primary sources
7. Deliver 15-page research paper

Course Materials:

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.

The European perspective.

My preference, is 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.

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

Both textbooks have their advantages and either one will provide you with the general background you need. Both were used in the course over the years and students provided me with different opinions, as a result both appear here. Copies may be found in the used books store.

The Middle East perspective

For many years we have used Peter M. Holt, *The Age of the Crusades. The Near East from the Eleventh Century to 1517*. (Longman) It provides a bare-boned simplistic review of political events. It is useful for general view. If you can get a used copy it will provide you with the timelines. You may also use the library's copy. I kept the relevant page numbers in the syllabus. Now the Carole Hillenbrand's book, *The Crusades. Islamic perspectives*, (Edinburgh University Press, 1999) has been issued in paperback edition and we are embarking on a new textbook. I will ask for your opinion at the end of the course, so keep an open mind.

PRIMARY Sources

The study of the Crusades involves work in the primary sources, both Latin and Arabic IN TRANSLATION, and students are expected to use them in their research 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:

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 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. **At the present moment it is not clear how discussion of the primary sources will be done.**

Tentative lecture topics and the required readings

Meeting No. 1

INTRODUCTION to the study of the Crusades
Structure, Themes, Historiography
Readings: R. -S. pp. xxix- xxxiii; 1-25.

Mayer, pp. 1-7 (Holt, pp. 1-8), Hillenbrand, Chapter One,
Prologue, pp. 1-31

Meeting No. 2

**BACKGROUND TO THE FIRST CRUSADE : EUROPE AND
BYZANTIUM, THE MIDDLE EAST**

Readings: Mayer, pp. 8-37
Byzantium
On OWL
Western Europe on the Eve of the Crusades
On OWL
(Holt, pp. 9-15, 167-177) Hillenbrand, Chapter two,
The first crusade and the Muslims' initial reactions,
pp. 31-88.

Meeting No. 3

**THE FIRST CRUSADE: PREACHING THE IDEA AND THE ROLE OF
THE PAPACY, THE FIRST CRUSADE: THE REALIZATION**

Readings: R.-S., pp. 1-25. Mayer, 8-37
DOCUMENT 1: **The Sermon of Pope Urban II at Clermont,**
On OWL

Consult also (<http://www.fordham.edu/halsall/sbook1k.html>)

Readings: R.-S., pp. 26-49. Mayer, pp. 38-57
(Holt, pp. 16-30)

DOCUMENT 2: **The Capture of Jerusalem**
On OWL

Meeting No. 4

**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) Hillenbrand, Chapter three, Jihad
in the period 493-569/1100-1174, pp. 89-170.
The Population of the Crusaders States
On OWL

DOCUMENT 3: **Godfrey of Bouillon becomes defender of the Holy
Sepulcher,**
On OWL

Meeting No. 5

THE LEGAL SYSTEM AND LOCAL COMMUNITIES

Readings Edbury, pp. 127, 155-162
Le livre des Assises of John of Jaffa,
On OWL
Political and Ecclesiastical Order
On OWL
Hillenbrand, Chapter five, How the Muslims saw the Franks: pp.
257-327.
On Social Classes the Minorities
On OWL
Hillenbrand, Chapter six, Aspects of life in the Levant in the
Crusading period, pp. 329-429

Meeting No. 6 **THE ECONOMY: AGRICULTURE, TRADE AND THE ITALIAN CITIES**

Readings: Agricultural History
On OWL
Hillenbrand, Chapter six, Aspects of life in the Levant in the
Crusading period, pp. 329-429
Venice and the Crusades
On OWL
R. S. 215-244.

Meeting No. 7 **EUROPEAN FEUDALISM, THE MILITARY ORDERS,
ARCHITECTURE, CASTLES AND WARFARE**

Readings: Mayer, pp. 93-107. R. S. 82-111, Hillenbrand, chapter seven,
Armies, arms, armor and fortifications, pp. 431-509.
DOCUMENT 4: The Foundation of the Order of the Knights Templar,
On OWL
The Teutonic order
On OWL
(Holt, pp. 60-81, 138-154) Hillenbrand, Chapter six, Aspects of
life in the Levant in the Crusading period, pp. 329-429

Meeting No. 8 **SALADIN AND THE BATTLE OF HATTIN**

Readings: Mayer, pp. 107-136. R. S. 109-11.
(Holt, pp. 38-66) Hillenbrand, chapter eight, the
conduct of war, pp. 511-587
DOCUMENT 5: The Battle of Hattin,
On OWL

Meeting No. 9 **SECOND, THIRD AND FOURTH CRUSADERS AND LIQUIDATION**

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

Meeting No. 10

FACTORS OF ISLAMIC RECOVERY: DEMOGRAPHY, ETHNICITY, RELIGION, ECONOMY, POLITICAL ORGANIZATION: THE NEW MIDDLE EAST

Readings:

(Holt, pp. 82-137) Hillenbrand, Chapter six, Aspects of life in the Levant in the Crusading period, pp. 329-429
The Impact of the Crusades
On OWL

Meeting No. 11-12 Presentation and discussion of research papers

For the research paper

For writing Research papers in History every student needs to use a guide. Please acquire one if you don't already have. It will be useful for ever. 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)

Methods of Evaluation:

It is not clear yet how attendance and participation will be evaluated at this stage. Normally Participation and attendance, paper and exam are the components.

As of right now the grade is divided equally between the paper and the final exam marks.

Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test on one of the two time slots available in each term:

Fall Term

- Tests scheduled before November 1 – the makeup will take place Monday, November 9 at 9:30am.
- Tests scheduled between November 9 and December 3 – the makeup will take place Friday, December 4 at 12:30pm.

No other make-up opportunities will be provided. Students who fail to write a makeup test in the designated time slots will receive a grade of zero.

Students in online courses will write the make-up test through OWL over a 24-hour period beginning at the time noted above.

Students should be aware that course professors may not be available to respond to questions during the makeup test slots.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Additional Statements

Academic Offences:

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

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 for such checking 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>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accessibility Options:

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 Student Accessibility Services at 519 661-2111 x 82147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website:

www.registrar.uwo.ca/examinations/accommodated_exams.html

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://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

to read about the University's policy on medical accommodation. 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.

Students must see the Academic Counsellor and submit all required documentation in order to be approved for certain accommodation.

Please visit https://www.uwo.ca/univsec/academic_policies/index.html to view all updated academic policies regarding medical accommodations.

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>).

Students are expected to retain all research notes, rough drafts, essay outlines, and other materials used in preparing assignments. In the unlikely event of concerns being raised about the authenticity of any assignment, your instructor may ask you to produce these materials; an inability to do so may weigh heavily against you.

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 another writer's ideas.

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 receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Copyright

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Health and Wellness

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 Student Accessibility Services at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Heidi Van Galen, Administrative Officer, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.