

History 3605E
Crusaders and Muslims in the twelfth and thirteenth

2024 | Summer

July 8 – August 16

Monday – Thursday 10am-noon on Zoom

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Office Hours: to be determined

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This is a **draft** syllabus. Please see the course site on OWL for a final version.

Course Description

Lasting for 200 years from start to finish, the Crusades to the Holyland go beyond just an event in the medieval history of Western Europe, the Middle East, and the Mediterranean. It has been a subject of curiosity, mythical interpretations, used for religious propaganda as well as romantic interpretations since the Middle Ages, and demands a vigorous approach. This course attempts to correct the old concepts and judgements, using new analytical tools and methodologies that highlight demographics, economics, institutions, and international politics. Students are asked to augment their previously gained research skills and upgrade them by will learning new ones. We will study the history of the Crusades chronologically, thematically, comparatively, and analytically, both as a unique experience, which it was but ultimately as defined by development of their respective societies. The Crusades will be shown as ushering a period of change, not only in medieval history but in the long-term approach to religion and individuals.

Course Syllabus

The course is organized around four main themes:

i) Events. 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. Underlying research question: Do individual heroes drive historical events, or are historical events driven by other factors?

ii) The economic foundations of the Crusaders states including the social/economic/political system of European feudal system and 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. Underlying research question: Why is economic history crucial to the study of history?

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

Underlying research question: Institutions in history and what do they tell us about development?

iv) Fourth theme returns to events analyzing political developments in the Holy Land considering 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. Underlying research question: Deriving historical understanding from the long-term outcomes of the Crusades.

Learning outcome

Beside gaining knowledge of an important episode in the world history, students will learn research methodologies and trained in writing a historical paper, and in oral presentations of research papers in a concise analytical framework. The components of the course, such as the preparation for class meetings, the research, the analysis of historical material, as well as the presentation of paper and responding to peer-review, are designed to have students gain research and scholarly skills. The course teaches the students to conduct high level research work, capacity to understand and analyze global events in a wider context and perspective, and acquire better analytical and oral skills in presentations.

Class work required and methods of evaluation.

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 to be used in your paper and meet with the instructor to discuss and organize your paper.
7. Present your research paper in class and respond to peer-review criticism.
8. Deliver 15-page research paper one week after presentation in class, or earlier, if you can.

Score is given to each of attendance and participation, research paper, and final exam.

Attendance and participation	30%
Paper	30%

Final Exam

40%

Make-up tests, midterms, and exams can only be approved by Academic Counselling. Please see https://history.uwo.ca/undergraduate/program_module_information/policies.html for department procedures and requirements involving make-up tests and exams.

Absences and Late Assignments

Students must complete all course assignments in order to pass the course. Attendance is taken in every class and absence with no Academic Counseling documentation counts for 1% of the final grade.

As to late submission of the paper, to be fair to students who deliver the paper on time, namely one week after presentation, there is presently a penalty of 1% of the paper final score for every day the paper is late. Manage your work schedule accordingly.

Course Materials

Textbooks dealing with the history of the Crusades no longer focus only on the religious aspects of the movement, or on the events, although a study that will introduce the new methodologies into the field of crusaders studies is badly needed... This Crusades course adopts a two-pronged comparative approach which seeks to elucidate the shared social and economic experience of the Crusades in Western Europe and the Middle East. Hence, we will use two general textbooks, one from the perspective of Europe, the other from the Middle East.

The European perspective.

My preference,

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.

An alternative is to use Jonathan Riley-Smith, *The Crusades. A History*. Second Edition. Yale University Press, New Haven, and London, 1987, 2005, if a textbook becomes available.

Both textbooks have their advantages and either one will provide you with the general background you need, but I prefer Mayer for reasons that will become obvious. Copies may be found in the used books stores or online.

The Middle East perspective

Niall Christie, *Muslims and Crusaders Christianity wars in the Middle East, 1095-1382 from the Islamic Sources*. Routledge, 2005. 2nd Edition

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. It is useful for general knowledge. If you can get a used copy, it will provide you with the timelines. You may also use the library's copy.

Carole Hillenbrand's book, *The Crusades. Islamic perspectives*, (Edinburgh University Press, 1999) has been issued in paperback, but its coverage and analysis of events needs to be supplemented.

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 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:

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 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

Do your own research. 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.

Course Schedule and Readings

Final Course Schedule and Readings will be available on the OWL version of the course.

LECTURE TOPICS:

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 I: EUROPE AND
BYZANTIUM**

Readings: Mayer, pp. 8-37
Byzantium
On OWL
Western Europe on the Eve of the Crusades
On OWL

Meeting No. 3

**BACKGROUND TO THE FIRST CRUSADE II: THE MIDDLE
EAST**

Readings: (Holt, pp. 9-15, 167-177) Hillenbrand, Chapter two,
The first crusade and the Muslims' initial reactions, pp. 31-88.

Meeting No. 4

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

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>)

Meeting No. 5

THE FIRST CRUSADE: THE REALIZATION

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

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

Meeting No. 6

**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. 7

THE LEGAL SYSTEM

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.

Meeting No. 8

THE ECONOMY: AGRICULTURE

Readings: Agricultural History

On OWL

Hillenbrand, Chapter six, Aspects of life in the Levant in the Crusading period, pp. 329-429

Meeting No. 9

THE ECONOMY: TRADE AND THE ITALIAN CITIES

Readings: Venice and the Crusades

On OWL

R. S., pp. 215-244.

Meeting No. 10

INSTITUTIONS: LOCAL COMMUNITIES

Readings: Social Classes the Minorities

On OWL

Hillenbrand, Chapter six, Aspects of life in the Levant in the Crusading period, pp. 329-429

Meeting No. 11

THE MILITARY ORDERS, ARCHITECTURE, CASTLES AND

WARFARE

Readings: Mayer, pp. 93-107. R. S. 82-111, Hillenbrand, chapter seven, Armies, arms, armour and fortifications, pp. 431-509.

DOCUMENT 4: The Foundation of the Order of the Knights Templar,

On OWL

The Teutonic Order

On OWL

Meeting No. 12

INSTITUTIONS: EUROPEAN FEUDALISM AND THE IQTA'

Readings: (Holt, pp. 60-81, 138-154) Hillenbrand, Chapter six, Aspects of life in the Levant in the Crusading period, pp. 329-429

Meeting No. 13

FACTORS OF ISLAMIC RECOVERY: DEMOGRAPHY, ETHNICITY, RELIGION, ECONOMY, POLITICAL ORGANIZATION

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. 14

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. 15

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

Meeting No. 16

THE CRUSADER STATES IN THE 12TH AND 13TH CENTURY

Readings R.-S., Ch. 8, pp.215-244; Mayer, pp. 152-195

(Holt, pp. 155-166)

Meeting No. 18 **LIQUIDATION AND THE NEW MIDDLE EAST**
 Readings: R.-S., Ch. 8, pp. 215-244.
 (Holt, pp. 178- 206) Hillenbrand, chapter nine,
 Epilogue, The heritage of the Crusades, pp. 589-616.

Meeting No. 19 **CRUSADER LAW AND JUSTICE: (to be confirmed)**

- The two court systems (High Court and burgess court); legal status of people living in the crusader states (different religions, women, slaves); legal issues the crusaders were concerned with (property, inheritance, who really ruled the kingdom)

Additional Statements

Communication policies:

Students are required to consult with the instructor on their paper, or on other questions raised by the course. Consultation can take place in a Zoom meeting or in my office, 2229 Lawson Hall. Students may use my e-mail address or approach me in class.

Classroom behavior: NO EATING in class meetings is permitted but drinking coffee or water is fine.

Use of electronic devices: NO telephone conversations during class. Writing notes on devices is permitted but no recording of lectures or slides. The slides used during the meetings will remain available until after the exam.

Use of generative AI tools: As of this writing, we do not have clear guidance from the faculty or university on the use of AI tools like ChatGPT. I recommend setting your own policy and being clear with students about your expectations from the start. Here are three possible statements you might choose from as starting points (don't use all three!). Note that none of these statements are official university policy, and none are a substitute for talking with your students about academic integrity, your own expectations, and the well-documented limitations of existing AI tools:]

All work submitted in this course must be your own. You may not make use of generative AI tools like ChatGPT for any assignments in this course.

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.

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