

HISTORY 3605E
Crusaders and Muslims in the twelfth and thirteenth Century
2024 - 2025
Friday 12:30-2:30

Instructor: Professor Maya Shatzmiller

Office Hours: to be determined

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

Course Description:

The Crusades to the Holyland were described as a moment in history, and that on multiple levels and regions of medieval Europe, the Middle East, and the Mediterranean. Lasting for 200 years from start to finish, the history of Crusades has been a subject of curiosity, mythical interpretations, religious propaganda, as well as romantic and dramatic movies and a large amount of serious scholarship. This seminar will correct the old concepts and offer new analysis, using all recent history methodological approaches, including demographics, economics, institutions, and international politics, examine long-term approach to religion and individuals of the Crusaders' history.

Students will use all their previously gained research skills and will gain new ones, will embark on new disciplines, and use new historical methodologies, that will enhance their formation as historians. We will study the history of the Crusades not as a unique occurrence, although it is sometimes referred to as such, but by analyzing this history chronologically, thematically, comparatively, and relate to it personally. We will observe it as ushering in a period of change, a new phase in medieval history with strong impact on the political and economic history of Europe and the Middle East.

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 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 getting peer-review, are designed to have students gain academic 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:

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:

Textbooks dealing with the history of the Crusades no longer focus only on the religious aspects of the movement, although a study that will introduce the new methodologies into the field is sorely absent and alternative approaches have not been developed into textbooks. This Crusades course adopts a two-pronged 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

We have used Peter M. Holt, *The Age of the Crusades. The Near East from the Eleventh Century to 1517*. (Longman) Many copies may still be available at the book store. 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.

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:

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.

Absences and Late Assignments and Methods of Evaluation:

There are three components that will serve as elements for the final grade and they determine how we deal with absences and late submissions. These are:

Attendance and participation count for 30% of the final grade.

This is a seminar which means that we expect strong active participation on the part of the members regularly in class discussions, but in particular when the research papers are presented. Peer-review is important. Participation means comments on the sources due for each meeting and asking relevant questions. Attendance is taken for every meeting but 2 absences with no Academic Counseling documentation are permitted. If more absences occur without justification a penalty of 1% per absence of the final grade can be expected.

Research paper is worth 30% of the final grade.

You will work very closely with the professor on your paper, present it on your turn to your classmates and respond to their questions and comments and learn from them. There are no other written work during the seminar so you need to begin working on your research paper early. Submission of the research paper to the professor is due 1 week after class presentation, so practically in the next meeting of the seminar. Timely submission is the responsibility of the individual student, but if your paper is submitted more than two weeks after its due date, than there will be no comments on the paper provided, which we know are highly important.

Final Exam is worth 40% of the final grade.

Course Materials Available on the library site

Course Schedule and Readings will be supplemented and//or changes on the OWL version:

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)

Meetings 20, 21, 22, 23, 24 are devoted to students' presentations of their research papers

Use of Electronic Devices:

No cell phones allowed and no recording of lectures or slides. The slides used during the meetings will remain available until after the exam.

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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