

HISTORY 3605E
Crusaders and Muslims in the twelfth Century
Fall/Winter 2022-23
Sept. 22-April 23 SH-3305 (Somerville House)
Thursday 5:30-7:30
Course delivery in-person

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

Course delivery with respect to the COVID-19 pandemic

The intent is for this course to be delivered in-person but should the COVID-19 landscape shift, the course will be delivered on-line synchronously (ie., on Zoom at the times indicated in the timetable) / asynchronously (eg., posted on OWL for students to view at their convenience) [delete as necessary]. The grading scheme will not change. The course will return to an in-person mode of delivery when the University and local health authorities deem it safe to do so.

Course Description:

The approach undertaken in this course is to look at the history of the Crusades as a unique phenomenon and explore and study its history chronologically, thematically, comparatively, and analytically, but also as a period of change in medieval history. 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' political unit. It is contiguous and needs to be linked to political, religious, social and economic changes in Europe and the Middle East.

Course Syllabus:

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 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.
- 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.

iv) Fourth theme returns to events analyzing 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.

Learning outcome

The preparation for class meetings, the research, the analysis of historical material, as well as the presentation of paper enable students to gain understanding of global events and acquire better analytical and oral skills for the future.

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 methodology applied in the discipline of medieval western historiography. They will be trained in writing a historical paper, and in oral presentation of papers with a concise analytical research.

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:

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 textbooks. 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.

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.

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 prove 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, 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.

Methods of Evaluation:

Participation and attendance, paper and exam. Attendance is taken in every class and each absence with no Academic Counseling documentation counts for 1% of the final grade.

Attendance and participation	30%
Paper	30%
Final Exam	40%

Course Materials:

Available on the library site

Online courses will have online make-up tests.

For in-person classes, make-up tests will be written at one of the Department of History make-up midterms. Dates for the make-ups will be listed on the Department of History website under [Important Dates](#).

IMPORTANT: In the event the University moves to online learning make-up tests will take place online via OWL. The date for the make-up may differ from the date listed above.

No other make-up opportunities will be provided unless further academic consideration is granted by Academic Counselling. Students who fail to write a make-up test in a designated time slot will receive a grade of zero on that assessment.

Course professors may not be available to respond to questions during the make-up test slots.

Course Schedule and Readings:

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)

Use of Electronic Devices:

No electronic devices

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness