

HIST 3110  
Christian and Muslim Encounters in Medieval Europe  
Fall 2017  
M/W/F 11:30 am – 12:20 pm  
Prof. Roisin Cossar  
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Office hours: Mondays 2:30-4 pm

This course grew out of discussions with the HIST 2420 (Medieval World) class in 2017, when students confronted and considered modern politicians' pronouncements about the relationship between Christianity and Islam in the world today. Modern views of Christian-Muslim relations across the political spectrum are often based on an appeal to the medieval past with little understanding of that past. In this course we will examine the context for Christian-Muslim relations in the Middle Ages, with much of our focus on the events historians now call the "Crusades." We will interpret those events as broadly as possible to include areas outside the eastern Mediterranean, such as Iberia and southern Italy, and periods much earlier than that traditionally defined as "the Age of Crusades." Since this is an upper-level History course, you will spend less time listening to me lecture and more time exploring and interpreting both primary sources and historiography on these questions. Your written assignments will focus on both the interpretation of primary sources and on evaluation of historical scholarship.

#### Course expectations

As always, you can expect me to

- learn your name as quickly as possible
- answer emails within 24 hours on weekdays (I don't usually respond on weekends)
- be regularly available to you during my office hours and by appointment at other times
- keep you informed about what's coming up through in-class announcements and emails sent to your myumanitoba address; please check your email daily
- endeavour to mark and return all of your written work within two weeks

I will expect you to

- attend class regularly and let me know if you have to be absent
- *turn off your internet connection* if you are using a laptop in class
- use your own words and do your own work in all assignments and on the exam
- come to class prepared to discuss difficult and at times contentious topics in a respectful way, with reference to evidence and historical context
- communicate with me if you have any questions/concerns about the class

#### Academic Integrity

Doing your own work is essential to your success at university and beyond, and there are real penalties for not doing so. We will discuss academic integrity in more depth during our first class meetings. In the meantime, please take note of the penalties for plagiarism in the Faculty of Arts:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include*

suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

Required Course Texts (available for purchase at the bookstore)

S.J. Allen and Emilie Amt, *The Crusades: A Reader* (Toronto, 2014) ISBN 9781442606234

S.J. Allen, *An Introduction to the Crusades* (Toronto, 2017) ISBN 9781442600232

Alfred Andrea and Andrew Holt, eds. *Seven Myths about the Crusades* (Hackett, 2015) 978-1624664038

Assignments and Evaluation

1. Primary source interpretation: a comparative essay of 1000-1250 words on the documents found in the case study in Chapter 4 of the Allen *Introduction*. Due October 13. We will discuss the assignment in class. 15%
2. Historiographical essay: choose one aspect of the relationship between Christians and Muslims in the Middle Ages and identify 6-8 important essays, articles, and monographs on that theme. In an essay of c. 2500-3000 words, explore how historians have treated the theme in their work. We will discuss possible themes in class. Due November 24. 30%
3. Participation: evaluated through weekly summaries/analyses of primary and secondary readings for the course. Due in class on Fridays starting on Sept 22. NB I will not normally grant extensions for this work! 25%
4. Final exam. Written during the exam period in December. 30%

Numerical range of letter grades in this class

A+: 88-100%

A: 80-87%

B+: 75-79%

B: 70-74%

C+: 65-69%

C: 60-64%

D: 50-59%

F: Below 50%

*Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.*

*Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.*

Evaluative feedback will be provided by the Voluntary Withdrawal date, November 17, 2017.

Course topics and readings (subject to change with class approval)

*CR* = *Crusades' Reader* (Allen and Amt)

*Intro* = *Introduction to the Crusades*

*7M* = *7 Myths of the Crusades*

| Date         | Class topic(s)                                | Readings   | To remember   |
|--------------|---|--|---|
| Sept . 8     | Introduction s                                | Syllabus   |   |
| Sept 11-15   | Modern views                                  | <i>CR</i> #104, 106, 107, 108, 110 Bernard Lewis, "The roots of Muslim rage" <i>The Atlantic Monthly</i> (1990), 47  | <i>Intro</i> Chapter 1 (1-60); Edward Said on the Clash of Civilizations:<br><a href="https://www.youtube.com/watch?v=aPS-pONiEG8">https://www.youtube.com/watch?v=aPS-pONiEG8</a> (in class) |
| Sept 18-22   | Race and the Middle Ages                      | Lisa Lampert, "Race, periodicity, and the (Neo)-Middle Ages <i>MLQ</i> 2004: 391-421 and a selection of recent blog posts at <a href="http://www.publicmedievalist.com/race-racism-middle-ages-toc/">http://www.publicmedievalist.com/race-racism-middle-ages-toc/</a> | Hand in first weekly summary of readings  |
| Sept 25-29   | Early History                                 | <i>CR</i> #2, 3  |   |
| Oct 2-4      | Christians and Muslims c. 1000                | <i>7M</i> , "Introduction"   | No class Fri Oct 6 (break)  |
| Oct 11-13    | 1095: what happened?                          | <i>CR</i> #12, 13, 14; <i>7M</i> : Crawford, "The First Crusade,"  | No class Oct 9 (Thanksgiving)<br>Assign #1 due Oct 13   |
| Oct 16-20    | Crusades as seen by Christians and Muslims,   | <i>CR</i> #17, 19, 22; <i>7M</i> : Muldoon, "Mad Men on Crusade," Norman Houseley, "The Crusades and Islam," <i>Medieval Encounters</i> (2007): 189-208  |   |
| Oct 23-27    | The Latin kingdom of Jerusalem                | <i>CR</i> # 27, 29, 30, 31; <i>7M</i> : Slack, "The Quest for Gain"  | Bkgrnd reading: Allen, <i>Intro</i> , Ch 2 (61-105)   |
| Oct 30-Nov 3 | The 12 <sup>th</sup> century in East and West | <i>CR</i> # 46, 47, 48, 55   |   |

|              |  |  |   |
|--------------|--|--|---|
| Nov 6-10     | The 4 <sup>th</sup> crusade (1204): what happened? | CR #58, 59   |   |
| Nov 15-17    | Muslims and Christians in the West, 1200-1400      | CR #79, 80   | No class Nov 13 (Remembrance day observed)            |
| Nov 20-24    |  | Peer editing of essays   | Essay due, Fri Nov 24<br>No annotations due this week |
| Nov 27-Dec 1 | Muslims and Christians in late med Iberia          | Selections from David Nirenberg, <i>Neighboring Faiths</i> (online access) |   |
| Dec 4-8      | The present and the future                         | Re-read CR #110; 7M: Hammad and Peters, "Islam and the Crusades"           |   |

### Secondary source notes

For each essay you read for the course you will prepare a page of notes following the template below.

1. CITATION: Here provide the citation to the text in Chicago style.
2. TOPIC: what is the subject of the text?
  - 2a. THESIS: what does the historian argue about the subject? Use your own words!
  - 2b. PRIMARY SOURCES: what TYPES of historical sources does the historian discuss?
3. SIGNIFICANCE: locate this article within discussions and debates that scholars are having about the topic. What contribution does it make? (hint: look at the opening paragraphs for this information).
4. SPECIFIC notes on content. Summarize the main points of the text here. Make this succinct - don't rewrite the whole piece, but note down some of its salient points.
5. DATE: Give the date you did the annotation. Why? In 2019, you might want to know that you read this in 2017, when you were young and naïve.

## Primary source annotations

Re-read these instructions every week.

For *primary sources assigned for class discussion*, you will prepare a 250-word double spaced annotation of each assigned text. Your annotation must do the following:

1. Provide identifying details about the text. What is it? A set of laws? A poem? A biography? Who wrote it? When? Who was the intended audience? Be as specific as possible. This should only take about 50 words max.
2. Give a brief summary of its content in about 100-125 words. What happens in the source? How is it structured? Identify and define some of the key words and phrases that are important to its content.
3. Discuss the “historical significance” of the text. In this case “significance” = “meaning” as well as “importance.” So when you comment on a text’s significance you need to describe what it might mean to historians. Avoid statements like “this text is significant.” Instead, explain how the text reveals something about the medieval past, with specific references to evidence taken from it. Perhaps try to link aspects of the text to discussions we have had in class. There will be many ways to address this part of the annotation; select one or two ideas to focus on. Be as precise as possible!

## **Student Resources**

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC):

<http://umanitoba.ca/student/academiclearning/> The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

The History department will also make a writing tutor available exclusively to History students. I'll give you more information about that in class.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian and tailored just for you.

They are available on the Libraries page at this link:

<http://libguides.lib.umanitoba.ca/content.php?pid=219304>

### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling.

<http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

<http://umanitoba.ca/student/case-manager/index.html>

### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.

<http://umanitoba.ca/student/health/>

### Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns.

<http://umanitoba.ca/student/advocacy>

UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our facebook group <https://www.facebook.com/groups/422932261087799/> or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).