

UNIVERSITY OF COLORADO AT COLORADO SPRINGS  
DEPARTMENT OF HISTORY  
SPRING 2011



**HIST 3000: From Baghdad to Burgos:  
Christians, Muslims, and Jews in The Medieval  
Mediterranean World (600 to 1600 C.E.)**

**Course:** HIS 3000: Medieval Mediterranean World

**Course Section:** 002

**Call#:** 22444

**Course Room:** Columbine Hall 127

(Mar 1-Apr 5, we will meet in additional rooms)

**Course Time:** Tue, 1:40-4:20 pm

**Course Site:** UCCS Blackboard

**Professor:** Dr. Roger L. Martínez

**Office:** Columbine Hall 2046

**Office Hours:** -Mon and Wed, 12:40-1:40 pm

-Tue, 4:20-5:20 pm

-Additional hours by appt.

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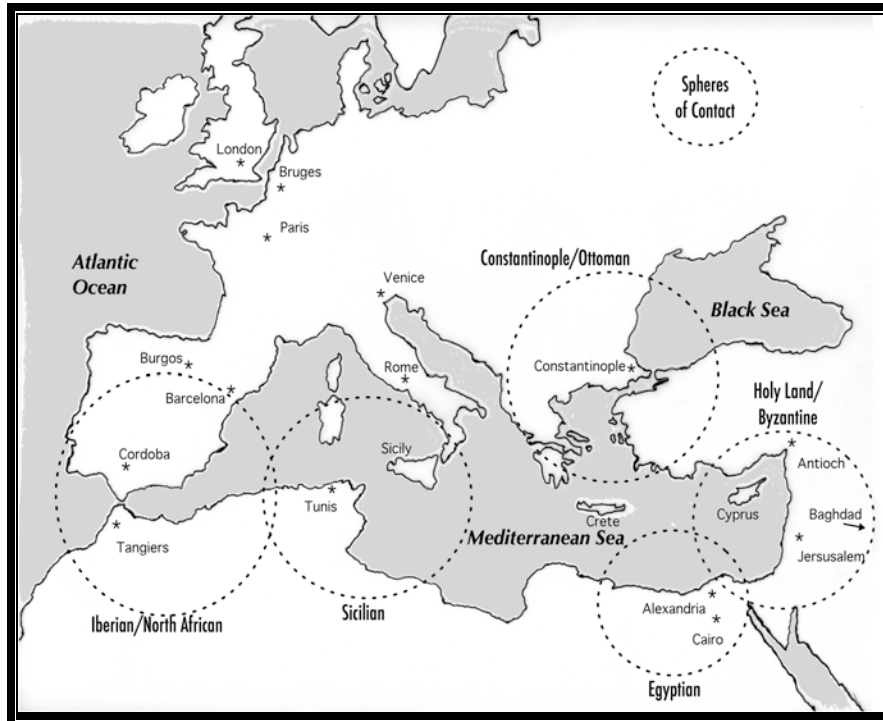
### COURSE DESCRIPTION

In this advanced course on inter-cultural, religious, and political relations, we will explore and discuss the intensive interaction of Jewish, Islamic, and Christian communities during the medieval and early modern periods. Together, we will: witness an Islamic caliph's gift of an elephant to a Christian king, follow the flow of silk and sugar across the Mediterranean Sea, watch a Jewish general lead an Islamic army into battle, lament the tragic outcome of the "curious" medicine of the Franks, experience the three faiths' rediscovery of Greek philosophy and science, and bear witness to the tragedies of religious intolerance. This course focuses on what the great Spanish historian Americo Castro referred to as "convivencia", the co-existence of medieval and early modern Jews, Christians, and Muslims.

Our exploration begins with an investigation of the simultaneous development and formation of medieval European and Islamic civilizations (600-1100). After acquiring this essential historical context, we will begin the critical process of exploring two key and counter-balancing *Competitive Landscapes*—in the west, the Iberian Peninsula and North Africa, and in the east, the Holy Land and Byzantium. By studying these two *Competitive Landscapes*, we will acquire an analytical framework that will prepare us for investigating five dominant *Spheres of Contact* in the greater Mediterranean. These include: Egypt, Iberia and North Africa, the Holy Land and Byzantium, Sicily and the central Mediterranean, and Constantinople/Ottoman Turkey.

The investigation of each *Sphere of Contact* will allow us to understand the manner in which these social groups interacted as well as assess their views of each other. We will study religious and cultural beliefs, economics and trade, political events and warfare, language and the arts, and intellectual and scientific issues.

## Medieval Spheres of Contact



Additionally, we will re-enact, using the “Reacting to the Past” pedagogy, a great war council held during the Second Crusade. This re-enactment, *The Second Crusade: the War Council of Acre, 1148*, "brings to life a dramatic moment in the history of the crusades. Students become the great gathering of monarchs, barons, religious authorities, and others that met as a war council in Acre on the eve of the Second Crusade, and 'react' as participants in the discussions and debates that might have been held there." Additionally, students will have the opportunity to pursue an “alternate” history/engineering assignment track that is integrated with the UCCS Medieval History—Trebuchet Working Group. In sum, the course highlights the region’s numerous medieval and early modern interconnectivities.

### REQUIRED TEXTS AND READINGS

- Barbara H. Rosenwein. *A Short History of the Middle Ages*. 2<sup>nd</sup> edition. (Ontario: Broadview Press Ltd., 2002). ISBN-13: 9781551116167. (The 3<sup>rd</sup> edition is acceptable as well.)
- John Victor Tolan, ed. *Medieval Christian Perceptions of Islam*. (New York: Routledge, 1996). ISBN-13: 9780415928922.
- Mann, Vivian, ed. *Convivencia: Jews, Muslims, and Christians in Medieval Spain*. (New York: The Jewish Museum, 1992). ISBN-13: 978-0807612866
- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 6<sup>th</sup> Edition. (Boston: Bedford/St. Martin's, 2010). ISBN-13: 978-0-312-53503-2.
- Course readings available via the Blackboard course website (under the “Journal Articles” tab)
- Primary Sources available via the Blackboard course website (under the “Links to Primary Sources Online” tab), which includes links to the *Internet Medieval Sourcebook* (<http://www.fordham.edu/halsall/Sbook.html>)
- “Reacting to the Past” *The Second Crusade: the War Council of Acre, 1148* materials available via the Blackboard course website (under “Reacting to the Past” tab)

### COURSE REQUIREMENTS AND ASSIGNMENTS

Your performance in the course will be assessed based on a mix of assignments and class participation. All written work should be submitted to the course Blackboard site by the deadlines specified in the syllabus. Late

assignments will not be accepted. At least one week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

<b>Assignments (See class schedule for due dates)</b>	<b>% of Final Grade</b>
<b>Class Attendance</b>	<b>5% total</b>
Class attendance is mandatory. To ensure that you attend class as required, I will take attendance on four days at random. You will receive credit (100%) or no credit (0%) for attendance/non-attendance on these days. Your class attendance grade will be calculated as an average of these four attendance grades.	
<b>Class Participation and Learning Pods</b>	<b>30% total</b>
Class participation is vital for the creation of a vibrant, collaborative environment. I will be counting on each of you to routinely participate in class discussions and to be prepared to discuss readings in class. To facilitate better class discussions, each student will be assigned to a 3-4 person small group, or <i>learning pod</i> . As a learning pod, you will sit as a group in the classroom and discuss texts together whenever we work in small groups. <b><i>Each learning pod will be responsible for guiding and carrying class discussions for specific readings from the course.</i></b> Your learning pod reading assignments will be distributed during our second class meeting. The members of your pod and I will evaluate your course participation—50% by your fellow pod members and 50% by myself. Your participation will be evaluated using the following criteria: (a) readiness to discuss course materials in class, (b) individual contributions to your pod discussions, and (c) presentations to the entire class. <b><i>Members of the best performing pod, as evaluated by myself, will receive three (3) additional points added to their final course grade.</i></b> Note: You will not be working in your regular pod during <i>The Second Crusade</i> game.	
<b>One (1) Online Blackboard Quizzes (Open-book)</b>	<b>5% total</b>
This quiz will assess your understanding of historical methods of study and documentation (as described in <i>A Pocket Guide to Writing in History</i> ). These skills are critical in terms of preparing articulate, well-organized, and compelling writing assignments.	
<b>Two (2) Integrative Writing Assignments (Submit via Blackboard):</b>	<b>15% each/30% total</b>
<ul style="list-style-type: none"><li>○ For the first portion of the course (Weeks I-VI), you will prepare a <i>Comparative Thought Essay</i> (5-6 pages) that evaluates the relationships and interactions of the Christian, Muslim, and Jewish cultures in the Medieval Mediterranean world.</li><li>○ For the final portion of the course (Weeks XIII-XVI), you will prepare a <i>Course Integration Essay</i> (5-6 pages) that compares and contrasts the similarities and differences of cultural interchange in the Mediterranean's <i>Spheres of Contact</i>.</li><li>○ <b><i>Alternative Writing Assignment—Medieval Trebuchet Project:</i></b> If you wish to work on an alternative research and writing assignment relating to historical research on the medieval trebuchet project, you may elect to do this assignment instead of one of the two <i>Integrative Writing Assignments</i>. See Dr. Martinez for more information.</li></ul>	
<b>“Reacting to the Past” – The Second Crusade</b>	<b>30% total</b>
<ul style="list-style-type: none"><li>○ During this course segment, you will assume a historical role to re-enact that requires you to prepare a host of short writing assignments, give multiple oral presentations, and actively participate in class. <u>Two-thirds</u> of you're the <i>Second Crusade</i> grade will be based on your writing assignments (<b><i>three papers, all submitted in-class</i></b>) and <u>one-third</u> of your grade on class-participation.</li><li>○ The “Reacting to the Past” pedagogy, initially developed at Barnard College, seeks to introduce students to significant historical ideas and texts. It uses a “role playing” format to replicate the historical context in which these ideas acquired significance. An introductory explanation of the pedagogy accompanies this syllabus.</li></ul>	

## COURSE LEARNING OBJECTIVES

After completing the course, it is my expectation that you will be able to:

- Conceptualize the varied cultural, political, intellectual, and economic interconnections that linked the Mediterranean during the Middle Ages.
- Understand the similarities and differences of the *Spheres of Contact* in the medieval Mediterranean world.
- Appreciate the nature of cultural and religious co-existence of Christians, Muslims, and Jews.
- Visualize the limits of cultural and religious accommodation in the medieval Mediterranean world.
- Picture medieval Europeans' and "other's" perceptions of each other.

## ATTENDANCE

If you must be absent, you may receive an excused absence if you provide a valid doctor's note or another verification from a school official (for extracurricular activities). When possible, please notify me via email if you know you will be absent from class. *Notes from parents are not valid excused absences.* ***If you have two or more unexcused absences (the equivalent of missing two weeks of class) then you will receive an automatic failure for the course.*** Class attendance is not optional. Lastly, you cannot have more than one absence during the *The Second Crusade* section of class as class participation is absolutely necessary for the re-enactment to operate properly. ***If you have more than one unexcused absence during the game, you will receive an automatic failure for the course.***

## MY TEACHING PHILOSOPHY, GRADES, RETURNING OF YOUR ASSIGNMENTS, AND CLASS GRADE DISTRIBUTIONS

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60). Most assignments will be graded and returned to you within two weeks from the date that you submitted the assignment.

Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B's and high C's on their first and second assignments. However, I typically see most students' grades on future assignments rapidly improve by a letter grade after this point. Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear "rigorous". If your work is solid and consistently good, you will most likely earn a B or B+ in my course. If your work is excellent, that is your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A- or A. I seldom award a 100 or an A+ because I do not believe that perfection exists. Similarly, I seldom award Fs. I also find Ds to be uncommon. ***At the end of the semester as I review final grades, I will typically raise a student's grade by a partial letter grade (for example, from a B+ to an A-) if they've demonstrated they did their personal best, improved over time, and were engaged in class discussions and their work.***

## ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. During all tests and quizzes, all electronic devices must be powered off and placed in your bag. ***I will ask you to leave the classroom (if you cannot follow these requirements) and you will be assigned an unexcused absence for the day.***

## STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

## ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

## CLASS SCHEDULE

### I. January 20<sup>th</sup>

#### Course Introduction and *A Pocket Guide to Writing in History*

- Lecture: Course Introduction
  - Review of the syllabus, course requirements and assignments, required texts and readings, and class schedule.
  - Explanation of *Class Pods* (You will be assigned to a pod on the first day of class).
  - Brief introduction to early medieval Europe and Islam
  - Brief overview of the *Competitive Landscape*
  - Brief overview of the *Spheres of Contact*
  - Brief question and answer session regarding the course
  - Overview of *A Pocket Guide to Writing in History*
- Readings
  - Online Journal Articles (See course Blackboard for downloadable Adobe Acrobat articles.)
    - Brubaker, Leslie. "The Elephant and the Ark: Cultural and Material Interchange across the Mediterranean in the Eighth and Ninth Centuries." *Dumbarton Oaks Papers*, Vol. 58. (2004), pp. 175-195.
  - *A Pocket Guide to Writing in History*, pp. entire text.
  - **Online Blackboard quiz of *A Pocket Guide to Writing in History*. (Due Friday, Jan. 23<sup>rd</sup>, 11:59 p.m.)**

### II. January 25<sup>th</sup>

#### Early Medieval European Christian Kingdoms and Society (600 to 1100 c.e.)

- 1<sup>st</sup> Discussion of Issues: Visigothic, Spanish, Frankish, and Germanic Peoples, Charlemagne's France, Spanish Kingdoms, and the Byzantines
- 2<sup>nd</sup> Discussion of Issues: Christians Persecuting Christians and Christian Responses to Islam
- Readings:
  - Rosenwein, pp. 11-111 (These page numbers are for the 2<sup>nd</sup> edition)
    - *Includes*: Preface, Chapter 1: The Roman World Transformed, and Part 1: Three Cultures from One (The Emergence of Sibling Cultures, Creating New Identities, Political Communities Reordered)
  - Tolan, pages 3-32
    - *Includes*: John C. Lamoreaux essay, "Chapter 1: Early Eastern Christian Responses to Islam."

- Online Journal Articles
  - o Alexander, Paul J. "Religious Persecution and Resistance in the Byzantine Empire of the Eighth and Ninth Centuries: Methods and Justifications." *Speculum*, Vol. 52, No. 2. (Apr., 1977), pp. 238-264.
- Optional Reading:
  - Links to Primary Sources Online (See course Blackboard. Most items available via the *Internet Medieval Sourcebook*.)
    - o Einhard: *The Life of Charlemagne*.
- Assignments:
  - **Distribution of assignment instructions for your *Comparative Thought Essay (Due Feb. 25<sup>th</sup>)*.**

### III. February 1<sup>st</sup>

#### The Prophet Muhammad and the Rise of Islamic Civilization (600 to 1100 C.E.)

- 1<sup>st</sup> Discussion of Issues: The Arabian Peninsula and the Prophet Muhammad; Islamic Expansion and Fragmentation in the Near East, North Africa, and Iberia
- 2<sup>nd</sup> Discussion of Issues: Medieval Tolerance and Accommodation in Islamic and Christian Societies
- Readings (Be sure to read "Islam" by John L. Esposito before all other readings):
  - Tolan, pages 55-84
    - o *Includes:* Craig L. Hanson, "Chapter 3: Manuel I Comnenus and the 'God of Muhammad': A Study in Byzantine Ecclesiastical Politics."
  - Online Journal Articles
    - o Riggs, Thomas, ed. *Worldmark Encyclopedia of Religious Practices*. Vol. 1. Detroit: Gale, 2006/ S.v. "Islam," by John L. Esposito. (pp. 349-379).
    - o Squatriti, Paolo. "Mohammed, the early medieval Mediterranean, and Charlemagne." *Early Medieval Europe* 11 (2002), pp. 263-79.
  - Links to Primary Sources Online
    - o Muhammad's *Constitution of Medina*
    - o The *Islamic Pact of Umar*
    - o Spanish Christian King Alfonso X "The Wise" and the *Las Siete Partidas* (Seven Part Law Code)

### IV. February 8<sup>th</sup>

#### The Later Middle Ages – The European Take-off and the Competition with the Ottoman Turks (1100-1600 c.e.)

- Discussion of Issues: The European Take-off and the Competition with the Ottoman Turks
- Readings:
  - Rosenwein, pp. 113-204 (These page numbers are for the 2<sup>nd</sup> edition)
    - o *Includes:* Part 2: The European Take-off (The Expansion of Europe, Institutionalizing Aspirations, Discordant Harmonies, Catastrophe and Creativity) and Epilogue
  - Tolan, pages 33-49
    - o *Includes:* David Bundy, "Chapter 2: The Syriac and Armenian Responses to the Islamification of the Mongols"
  - Online Journal Articles
    - o Hess, Andrew C. "The Moriscos: An Ottoman Fifth Column in Sixteenth-Century Spain." *The American Historical Review*, Vol. 74, No. 1. (Oct., 1968), pp. 1-25.

## V. February 15<sup>th</sup>

### A Survey of Competition and Cooperation in the Spheres of Contact (1100 to 1500 c.e.)

- 1<sup>st</sup> Discussion of Issues: The Concept of *Convivencia* or Co-Existence
- 2<sup>nd</sup> Discussion of Issues: A Survey of Competition and Cooperation in the Spheres of Contact (Intellectual, Commercial, Cultural, and Religious Corollaries)
- Readings:
  - Mann, pp. 1-10
    - *Includes*: Thomas F. Glick, “Chapter 1: Convivencia: An Introductory Note”
  - Online Journal Articles
    - Goitein, S.D. “The Unity of the Mediterranean World in the ‘Middle’ Middle Ages.” *Studia Islamica*, No. 12. (1960), pp. 29-42.
    - Jacoby, David. “Silk Economics and Cross-Cultural Artistic Interaction: Byzantium, the Muslim World, and the Christian West.” *Dumbarton Oaks Papers*, Vol. 58. (2004), pp. 197-240.
    - Makdisi, George. “The Scholastic Method in Medieval Education: An Inquiry into Its Origins in Law and Theology.” *Speculum*, Vol. 49, No. 4. (Oct., 1974), pp. 640-661.
    - Galloway, J. H. “The Mediterranean Sugar Industry.” *Geographical Review*, Vol. 67, No. 2. (Apr., 1977), pp. 177-194

## VI. February 22<sup>nd</sup>

### The Iberian/North African Sphere of Contact (Early Middle Ages 600-1100 c.e.)

- Discussion of Issues: *Convivencia* in Spain and North Africa from Christian, Jewish, and Muslim Perspectives.
- Readings:
  - Mann, pp. 11-38, 61-132, 157-176
    - *Includes*: Benjamin R. Gampel, “Jews, Christians, and Muslims in Medieval Iberia: Convivencia through the Eyes of Sephardic Jews”; Dwayne E. Carpenter, “Chapter Social Perception and Literary Portrayal: Jews and Muslims in Medieval Spanish Literature”; Thomas F. Glick, “Science in Medieval Spain: The Jewish Contribution in the Context of *Convivencia*”; Jerrilynn D. Dodds, “Mudejar Tradition and the Synagogues of Medieval Spain: Cultural Identity and Cultural Identity”; and Juan Zozaya, “Material Culture in Medieval Spain”.
  - Tolan, 109-130
    - *Includes*: Thomas E. Burman, “Chapter 5: The Tathlith al-wahdaniyah’ and the Twelfth-Century Andalusian-Christian Approach to Islam”
- Assignments:
  - **Submit your *Comparative Thought Essay* (5-6 pages) via Blackboard by 5 p.m. on Friday, February 25th.**

## VII. March 1<sup>st</sup>

### The Holy Land and Byzantine Sphere of Contact (1100-1300 c.e.) and Setup for Reacting to the Past

- Special Class Meeting Location Instructions
  - **Class meets initially in CoH 127, but we will be all using CoH 2036 (near the History Department) from 1:40-2:55 pm and CoH 128 from 2:55 to 4:20 pm.**
- 1<sup>st</sup> Discussion of Issues: Byzantines and “Frankish” Crusaders (CoH 127)
- 2<sup>nd</sup> Discussion of Issues: Setup for Reacting to the Past “The Second Crusade” (Held in the “Great Hall”, or CoH 128)

- Game Session 1: Introductory discussion about the Second Crusade game and the historical moment of 1148. Gamemaster lectures and leads class discussion about the game and the historical background to the Second Crusade. Roles distributed.

- Readings:

- Online Journal Articles
  - Asbridge, T.S. “The 'Crusader' Community at Antioch: The Impact of Interaction with Byzantium and Islam.” *Transactions of the Royal Historical Society*, 6th Ser., Vol. 9. (1999), pp. 305-325.
- Links to Primary Sources Online
  - Selections from *An Arab-Syrian Gentleman and Warrior in the Period of the Crusades: Memoirs of Usamah ibn-Munqidh*
- Reacting to the Past Materials (available on Blackboard)
  - Game Session 1: Read the game rules in the student game book, *The Second Crusade: the War Council of Acre, 1148*, pp. 1-50.

## VIII. March 8<sup>th</sup>

### Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Special Class Meeting Location Instructions

- **Class meets initially in CoH 127, but we will be all using CoH 2036 (near the History Department) from 1:40-2:55 pm and CoH 128 from 2:55 to 4:20 pm.**

- Game Session 2: First half of class (CoH 127)

- Session meeting: Class discussion about the Christian and Muslim perspectives on Just War
- Session agenda: Gamemaster leads discussion about the major texts regarding just war. Faction meetings.
- Session readings (all on Blackboard):
  - St. Augustine’s *City of God*, especially Bk. 19.
  - Relevant excerpts from *The Bible* and *The Qur’an* about issues of war, peace, justice, love, and forgiveness, etc.
  - Johnson, James Turner. *The Holy War Idea in Western and Islamic Traditions*. University Park, PA: Pennsylvania State University Press, 1997. SBN: 0-271-01633-7. Chapters 1-3.

- Game Session 3: Second half of class (Held in the “Great Hall”, or CoH 128)

- Session meeting: Class discussion about the sources in Appendix B of the Second Crusade game book
- Session agenda: Gamemaster leads discussion about the historical documents, especially the Investiture Controversy, and sources for the First and Second Crusades. Faction meetings. Indeterminates meet with GM to get their “game plan” approved.
- Session readings (all on Blackboard):
  - Read excerpts from Fulcher of Chartres, Pope Eugenius III’s crusading bull, St. Bernard of Clairvaux’s, “In Praise of the New Knighthood,” Usamah ibn Munqidh, Ibn al-Qalanisi, Otto of Freising and Odo of Deuil’s in Appendix B.

- Assignments:

- Be prepared to discuss the readings.



## IX. March 15<sup>th</sup>

### Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- **Special Class Meeting Location Instructions**
  - Class meets initially in CoH 127, but we will be all using CoH 2036 (near the History Department) from 1:40-2:55 pm and CoH 128 from 2:55 to 4:20 pm.
- **Game Session 4: First half of class (CoH 127)**
  - Session meeting: First Council session: **Debate 1 begins, “What is Crusading?”**
  - Session agenda: Students will debate questions surrounding just war and crusading.
  - Session readings (all on Blackboard):
    - Reread excerpts from the sources and prepare arguments for **Debate 1**.
- **Game Session 5: Second half of class (Held in the “Great Hall”, or CoH 128)**
  - Session meeting: Second Council session: “What is Crusading?” cont.
  - Session agenda: Debate 1, continues. **Vote is held on whether or not a crusade will take place.**
  - Session readings (all on Blackboard):
    - None
- Assignments:
  - **Reacting to the Past Paper 1 Due In-Class.**

## X. March 22<sup>nd</sup>

### Spring Break

- No Class

## XI. March 29<sup>th</sup>

### Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- **Special Class Meeting Location Instructions**
  - Class meets initially in CoH 127, but we will be all using CoH 2036 (near the History Department) from 1:40-2:55 pm and CoH 128 from 2:55 to 4:20 pm.
- **Game Session 6: First half of class (CoH 127)**
  - Session meeting: Third Council session: **Debate 2 begins, “Who should lead the crusade?”**
  - Session agenda: Students will begin to discuss who should lead the crusade in order to ensure its victory. Nominations will be made and candidates will describe their qualifications. Council will decide on a specific list of issues that will become probative questions to ask the candidates during the next session.
  - Session readings (all on Blackboard):
    - Documents from the Investiture Controversy.
- **Game Session 7: Second half of class (Held in the “Great Hall”, or CoH 128)**
  - Session meeting: Fourth Council session.
  - Session agenda: “Roundtable Discussion” of the issues decided upon during the previous session. Each candidate will take turns addressing the questions at hand. Non-candidates will each have an opportunity to direct questions for debate at particular candidates or at the candidates in general. A vote will be held and a candidate selected to be leader of the crusade. **Election is held for a leader of the crusade by secret ballot. Winner declared leader of the crusade.**
  - Session readings (all on Blackboard):
    - Excerpts from: William of Tyre, Otto of Freising, and Odo of Deuil in Appendix B.

- Assignments:
  - **Reacting to the Past Paper 2 Due In-Class.**

## XII. April 5<sup>th</sup>

### Reacting to the Past: The Second Crusade: The War Council of Acre, 1148 c.e.

- Special Class Meeting Location Instructions
  - **Class meets initially in CoH 127, but we will be all using CoH 2036 (near the History Department) from 1:40-2:55 pm and CoH 128 from 2:55 to 4:20 pm.**
- Game Session 8: First half of class (CoH 127)
  - Session meeting: Fifth Council session: **Debate 3 begins, “Against which city should the crusade be directed—Ascalon, Edessa, or Damascus?”**
  - Session agenda: Students will debate the pros and cons of attacking each city, including: the possibility of breaking the truce with Damascus, the potential expansion southwards of the Latin Kingdom, and the benefits of restoring the pre-1144 *status quo*.
  - Session readings (all on Blackboard):
    - Students will return to excerpts from Usamah ibn Munqidh, Ibn al-Qalanisi, William of Tyre, and Otto of Freising in Appendix B.
- Game Session 9: Second half of class (Held in the “Great Hall”, or CoH 128)
  - Session meeting: Sixth Council meeting: Final debating session.
  - Session agenda: Students will decide where to attack and the Indeterminates will decide which faction they want to support. **Vote is held on geographical target.** Gamemaster determines success of the crusade; Victory points tallied; winning factions declared.
  - Session readings (all on Blackboard):
    - None.
- Assignments:
  - **Reacting to the Past Paper 3 Due In-Class.**

## XIII. April 12<sup>th</sup>

### Post-Mortem “What Really Happened in 1148 and Beyond” and the Egyptian Sphere of Contact (1100-1200 c.e.)

- Regular Class Meeting Location
- 1<sup>st</sup> Discussion of Issues: Post-Mortem “What Really Happened in 1148 and Beyond”
- 2<sup>nd</sup> Discussion of Issues: Egyptian Sphere of Contact (1100-1200 c.e.)
- Readings:
  - Reacting to the Past Materials (available on Blackboard)
    - Ch. 10 in *The Second Crusade: Scope and Consequences*, eds. Jonathan Phillips and Martin Hoch
    - Berry, Virginia G. “The Second Crusade.” In *A History of the Crusades*. Volume 1. Ed. Kenneth M. Setton. Philadelphia: University of Pennsylvania Press, 1955, 463-512.
  - Online Journal Articles
    - Lev, Yaacov. “The Fatimids and Egypt 301-358/914-969.” *Arabica*, Vol. 35, No. 2. (Jul., 1988), pp. 186-196.
- Assignments:
  - **Distribution of assignment instructions for your *Final Course Integration Essay* (Due May 10<sup>th</sup>).**

**XIV. April 19<sup>th</sup>**  
**Egyptian Sphere of Contact (1100-1200 c.e.) - continued**

- Discussion of Issues: Egyptian Fatimids and Ayyubids; Saladin and the Third Crusade
- Readings:
  - Online Journal Articles
    - Goitein, S. D. "Urban Housing in Fatimid and Ayyubid Times (As Illustrated by the Cairo Geniza Documents)." *Studia Islamica*, No. 47. (1978), pp. 5-23.
    - Stillman, Norman A. "The Eleventh Century Merchant House of Ibn 'Awkal (A Geniza Study)." *Journal of the Economic and Social History of the Orient*, Vol. 16, No. 1. (Apr., 1973), pp. 15-88.
    - Brand, Charles M. "The Byzantines and Saladin, 1185-1192: Opponents of the Third Crusade." *Speculum*, Vol. 37, No. 2. (Apr., 1962), pp. 167-181.

**XV. April 26<sup>th</sup>**  
**The Sicilian Sphere of Contact (800-1300 c.e.)**

- Discussion of Issues: Byzantine, Arab, and Norman Sicily
- Readings:
  - Tolan, pp. 175-198
    - *Includes:* John Phillip Lomax, "Chapter 8: Frederick II, His Saracens, and the Papacy."
  - Online Journal Articles
    - White, Jr., Lynn. "The Byzantinization of Sicily." *The American Historical Review*, Vol. 42, No. 1. (Oct., 1936), pp. 1-21.
    - Citarella, Armand O. "Patterns in Medieval Trade: The Commerce of Amalfi Before The Crusades." *Journal of Economic History*, Vol. 28, No. 4. (Dec., 1968), pp. 531-555.
    - Dekmejian, R. Hrair and Adel Fathy Thabit. "Machiavelli's Arab Precursor: Ibn Zafar al-Siqilli." *British Journal of Middle Eastern Studies*, Vol. 27, No. 2. (Nov., 2000), pp. 125-137.
    - Travaini, Lucia. "The Normans between Byzantium and the Islamic World." *Dumbarton Oaks Papers*, Vol. 55. (2001), pp. 179-196.
    - Abulafia, David. "The Crown and the Economy under Roger II and His Successors." *Dumbarton Oaks Papers*, Vol. 37. (1983), pp. 1-14.

**XVI. May 3<sup>rd</sup>**  
**Spanish Redux and Ottoman Ambitions (1300 to 1600 c.e.)**

- Discussion of Issues: Spanish Complications with Judaism and Islam/Ottoman Ambitions
- Readings:
  - Tolan, 291-305, 313-330
    - *Includes:* John S. Geary, "Chapter 13: Arrendondo's *Castillo inexpugnable de la fee*: Anti-Islamic Propaganda in the Age of Charles V."
    - Rhona Zaid, "Chapter 14: The Guerras civiles de Granada: The Idealization of Assimilation."
  - Online Journal Articles
    - Toynbee, Arnold Joseph. "The Ottoman Empire in World History." *Proceedings of the American Philosophical Society*, Vol. 99, No. 3. (Jun. 15, 1955), pp. 119-126.
    - Kamen, Henry. "The Mediterranean and the Expulsion of Spanish Jews in 1492." *Past and Present*, No. 119. (May, 1988), pp. 30-55.
    - Hess, Andrew C. "The Battle of Lepanto and Its Place in Mediterranean History." *Past and Present*, No. 57. (Nov., 1972), pp. 53-73.

## XVII. Final Exams Week

- *Submit your Final Course Integration Essay via Blackboard by 5 p.m. on the scheduled date of the final exam (Tuesday, May 10, 2011).*