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LEARNER GUIDE

Assessment Support Information

History

This is an initiative of the Canberra College Literacy Plan

This booklet is designed to give you information that will help you in your History studies. It contains a number of different types of information including bibliography writing, marking rubrics and schemes, information about producing different types of assessment items, samples of excellent work, resources you can use, academic requirements.

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RESOURCES AND WEBSITES

The Library, 2012, *Canberra College cLc*

<http://clc.act.edu.au/GroupRenderWiki.asp?GroupID=50816&ResourceId=172392> accessed 10.12.2012

The National Library of Australia

<http://www.nla.gov.au/>

Useful for access to databases of academic article, collections of images, documents and newspapers which can all be accessed through keyword searches. See particularly Trove which access images, documents, ephemera and newspapers,

Theoi Greek Mythology and Ancient History

<http://www.theoi.com/>

This uses the ancient texts to explain Greek Mythology. A great library of original ancient texts.

The Victorian Web

<http://victorianweb.org/>

The best site for 19th Century British History and Literature. Extracts from academic articles, primary sources, biographies and literature about a range of social and political issues.

The Australian Dictionary of Biography

<http://adb.anu.edu.au/>

Highly authoritative Biographies of great Australians

Internet History Sourcebook Project

<http://www.fordham.edu/halsall/>

A vast range of source material on all areas and times.

History of Cuba

<http://www.historyofcuba.com/cuba.htm>

BBC History

<http://www.bbc.co.uk/history/0/>

Authoritative articles on a range of topics in world history.

Imperial War Museum

<http://www.iwm.org.uk/>

The Australian War Memorial

<http://www.awm.gov.au/>

The Smithsonian Museum

<http://www.si.edu/>

History Today

<http://www.si.edu/>

<http://www.historytoday.com/contents>

National Geographic Archaeology

<http://science.nationalgeographic.com.au/science/archaeology/>

Asia for Educators and Students

<http://afe.easia.columbia.edu/>

A wide range of narratives and resources on Asian History.

Jewish Holocaust Centre

<http://www.jhc.org.au/visit-the-centre.html>

Testimony and accounts of survivors.

Hiroshima Peace Museum

http://www.pcf.city.hiroshima.jp/index_e2.html

Testimony and accounts of survivors.

Spielberg Jewish Film Archive

<http://www.spielbergfilmarchive.org.il/holdingsCollection.htm>

Useful for the European, American and particularly Israeli history.

Crash Course in World history

<http://www.youtube.com/watch?v=szxPar0BcMo&feature=related>

Many short films on a range of history topics.

Yale University Lectures

<http://www.youtube.com/user/yalecourses>

The Chinese Texts Project

<http://ctext.org/>

Many Chinese texts in translation.

<http://www.chinapage.com/main2.html>

Another site for Chinese texts in translations.

Japanese Center for historical Records

<http://www.jacar.go.jp/english/index.html>

Japanese Historical Periods

<http://www.artsmia.org/art-of-asia/history/japan-historical-periods.cfm>

National Museum of Japanese History

<http://www.rekihaku.ac.jp/english/index.html>

Russo Japanese War Research Society

<http://www.rekihaku.ac.jp/english/index.html>

Japanese Texts in Translation

<http://www.sacred-texts.com/shi/index.htm>

The British Museum

<http://www.sacred-texts.com/shi/index.htm>

On everything!

Soviet History

<http://www.soviethistory.org/3>

The Penelope Text Archive

<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/>

Great for Roman history.

WRITING BIBLIOGRAPHIES

All your work will require correctly formatted bibliographies. Please ensure you use the information on the cLc Library page to help you. A summary table is below.

Please use this table as a guide - **you should not write your final bibliography in table form** but list each entry one after the other with a double space between each.

Separate each item by a comma eg Author, (Year), *Title*, Publisher, Place. Please note the date should be in brackets and titles in italics

History also requires that you annotate your bibliography. This means after each entry you must write a short paragraph on how that source was useful to you. See this in the example essay at the end of this guide.

They should be listed in **alphabetical order** by the author or title

Books

Author Surname, First name	Year (in brackets)	Title <i>In italics</i>	Publisher	Place
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Encyclopaedias

Title <i>In italics</i>	Year (in brackets)	Volumes	Place	Publisher
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Journals, Magazines and or Newspapers

Author Surname, First name	Year (in brackets)	Title of Article "In quotation marks"	Magazine Name <i>In italics</i>	Issue Number/Date
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Intrnet

Author or Title of Section	Year (in brackets)	Title of Article "In quotation marks"	Title of Website <i>In italics</i>	Date you accessed it	URL
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Personal Communication

Name Surname, First name	Date (in brackets)	Address	Subject	Type of Communication
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Film

Film Title <i>In italics</i>	Film maker Surname, First name	Key Actors	Format eg DVD or Video	Distributor	Distribution Date
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REFERENCING

When writing an assignment you need to acknowledge other peoples' work that you use. This is called referencing. The History Faculty uses the modified Chicago Style of footnotes. Simply acknowledge where you found the quote or idea you used by including it in your paragraph. This is easier to use for the writer and enables the reader's eyes to continue with the natural flow from left to right.

History uses footnotes, unlike other subjects because primary source material often has very long reference details and this is better in a footnote.

In an exam, you can use in text referencing. See the example below.

Cato called for the destruction of Rome declaring "delenda est Carthago" (Polybius)

TO QUOTE A LARGE PIECE OF TEXT

Quotations of **25 words or more** must be indented, and inverted commas are unnecessary. The quotation must be introduced properly, not just placed in your writing isolated from the rest of your text.

Example:

At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australian were using various techniques, particularly fire, to manage the land:

Indent from the margin.

...the explorers were not pushing out into wilderness; they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire.¹

Insert a footnote using the References or Insert tab of Word, depending on the age of your program. See the footnote appearing below the line on this page.

Leave a line above and below the quote.

TO QUOTE A FEW WORDS FROM AN AUTHOR

Quotations of **fewer than 25 words** are to be placed in the body of the text and inverted commas must be used.

Insert a footnote using the References or Insert tab of Word, depending on the age of your program. See the footnote appearing below the line on this page.

¹ J. Smithers, (1995) *Fire Stick Agriculture*, Jacaranda Press, Brisbane, p. 22.

Example:

Computers, data communications and electronic control devices have had a large impact on society. “The widespread use of computers has been described as the second industrial revolution”.²

Reynolds argues that the Australian landscape was “skilfully managed and shaped” by the Aboriginal people through the use of fire.³

Note that in the foot note the authors name comes first, unlike in the bibliography

PARAPHRASING

Paraphrasing is using another person’s ideas without quoting their exact words. In these situations you must still reference your source. You can either mention the author in your sentence or include their name in brackets.

Example:

More recent studies, including those by Ward and Foot , note increasing dissatisfaction with how the taxation system handles superannuation.⁴

Or

Insert a footnote using the References or Insert tab of Word, depending on the age of your program. See the footnote appearing below the line on this page.

One of the worst problems which affected Europe and Australia after World War 1 was the influenza epidemic in the 1920s. About 20 million people around the world died as well as 11,000 Australians Many people panicked at the thought of infection.⁵

Source Analysis

²Rebecca Bishop(1985) *Computerama* Oxford University Press, Melbourne, p. 213)
³ J. Smithers, (1995) *Fire Stick Agriculture*, Jacaranda Press, Brisbane, p. 22.
⁴ Russell Ward and Peter Foot (2000) *A History of Australian Taxation*, Fontana Press, Frankfurt, p. 21.
⁵ Joshel Bereson (2000) *The Great Flu*, MacMillian , New York, p. 18. And Australian Encyclopaedia (1996) “The Spanish’ Flu”, Vol. S, Australian Encyclopaedia, , p. 45.

These are the key terms for analysing sources. You can understand a source by taking notes in a table using the terms below.

Origin	Purpose	Value	Limitation
Where, when and by whom was the source produced?	Who was the intended audience? Was it a secret, or known to all? What opinion was it trying to present? Was it a persuasive text? A monument? A factual report? Was its purpose disguised?	How does the source help you answer your research question?	What is the source unable to tell you about?

Using Primary Sources

Primary sources are vital in any research project. Primary sources are important for providing evidence for your opinion in your essay. Generally, you will use a primary source in each paragraph of your essay, either as text or as images. Take care that:

- You have referenced your primary source using the guide.
- That the source is from the precise time period you are discussing.
- That you explain the significance of the source for your argument in the lines after the primary source.
- That the primary source can prove what you want it to e.g. a private person writing in their diary about Winston Churchill cannot know what Churchill was thinking. You will have to explain why you think it is a good source for what Churchill might have been thinking.

Primary sources include:

Written

Newspaper articles from the time of the events studied, Histories from the time, Poetry, novels and stories of the time, Government documents, Speeches, Letters, cartoons.

Artefacts from the time

Vases, weapons, coins, bones, ruins, photography, paintings, monuments, skeletons.

Using Secondary Sources

When reading histories in books, articles and on the internet it is important to ensure that the writer and publisher are reliable. Examine the bibliographies of the articles for quality. If there is no bibliography, it is probably no good. You can use the bibliography of articles and books to find new sources for yourself.

Sometimes you have to read widely to pick out small bits of information for your essay. Make sure you take good notes from your reading with the details of the source including the page number where you found the information.

Read a general text on the topic first to orient yourself in the time and place you are studying. You might start with Wikipedia, or Encarta, or Encyclopaedia Britannica but you do not stop there! You will then use their links and bibliographies to find more detailed sources about your particular question.

You should also take into account the Historical school or philosophy the Historian belongs to. This will affect the type of sources they use and what conclusions they may make. Look at the extracts below. Students will debate these historical points in their essays.

Historiography

This is literally the study of writing history, but the term has also come to be used to describe the different ways that historians have written about particular aspects of the past. Here are two examples to show this, Marxist and Revisionist historians.

Marxist Historians

Karl Marx saw class struggle as determining historical change and ultimately historical events themselves, e.g. revolutions. Marxist historians focus on economic factors and class conflict, and relates other elements in history to underlying economic issues. For some Marxists therefore the First World War was the result of the contradictions in capitalism rather than diplomatic decisions.

Revisionists

Historians who challenge accepted views are sometimes called revisionists. For example, there was a generally accepted view that Stalin and the Soviet Union were to blame for the Cold War. This was challenged by Historians who blamed the USA. This revisionist view was then developed by those who saw it as a mixture of elements- these Historians became known as post-revisionists.' Generally, labelling views, like this is of little real use unless they are used argumentatively.

Historical Debate

In order to score highly, you will need to show an awareness and understanding of the historiography surrounding the topics you have studied. Historians like other people, are rarely neutral when dealing with important or controversial issues. Debates about the cause of both world wars have divided historians, for example. Historians have debated the extent to which Germany was responsible for the start of the First World War. If writing about the causes of these wars you would need to note and argue with and against the different schools of historiography on these topics.

The Steps of the Research Project

1. Read the questions carefully. Underline key terms.
2. Take your ideas about the question to the teacher and ask if you are on the right track.
3. Read a general text about the topic. This may be your class textbook, a general history or Wikipedia.
4. Read the sources provided by the teacher. Highlight key passages relevant to your question. Or you can write out the key points in note form. Always save a backup copy of your notes.
5. Follow the bibliographies to find more sources.
6. Decide what you think. Pose a thesis in response to the question in a few lines.
7. Plan an answer to the essay. Each paragraph should be another reason to agree with your argument.
8. Write the essay draft and submit to the teacher for comments. Save a backup copy
9. Complete the essay writing. Save a backup copy
10. Compile the bibliography from your notes and annotate it. Annotate means commenting in a few lines on how useful that source was.
11. Fill out the declaration of original work form and submit the essay.

Look at the exemplar essays in this booklet or the Clio website at Dickson College for some tips on how to complete a strong essay.

Reading the Question

Here are some examples of questions and how you might tackle them.

To what extent was Spain a Fascist state under General Franco?

First you have to establish what a Fascist state is. You do this by quoting authoritative Historians to create criteria, i.e. "A fascist state has four main characteristics. (a) , (b) , (c) etc. You will determine how many criteria there are and this is part of your argument as scholars argue over big terms like fascism all the time.

This can then be compared to Spain under Franco. Did Spain under Franco have characteristics (a) , (b) , (c) and (d)? Use primary sources and secondary sources to prove if they have these characteristics.

One might argue that Spain was fascist to the extent that it had characteristics (a) , (b) , (c) but not (d).

Discuss the successes and failures of the kibbutz system?

- 'Discuss' means to look at different opinions by scholars on the issue.
- Establish criteria for success and failure.
- Have a paragraph for each criterion.

- Look at the opinions of different scholars on each criterion and test their views with primary evidence.

Your argument will lie in the criteria you choose and to the extent of the fulfilment of those criteria

What were the causes and effects of the one of the wars Israel has fought with its neighbours?

This question will have two sections – causes and effects.

The trick here is to rank the causes and effects in your argument. There are often dozens of causes and effects. Which were the most significant?

You must choose the most important and prove that they are the most important using the views from historians and from primary sources.

You will acknowledge the existence of the other minor causes and effects in one or two lines in the introduction during which you will also lay out the basic dates and places of the event to be discussed.

Assess the effect of the use of terrorist tactics on the Palestinian Cause.

First define what terrorist acts are using the definitions of historians.

In this question you must find a link between a terrorist act and consequences. This is best done with primary sources and some scholarship from historians. Maybe the Prime Minister gave a speech saying 'Due to recent terrorism, I will do (x)'.

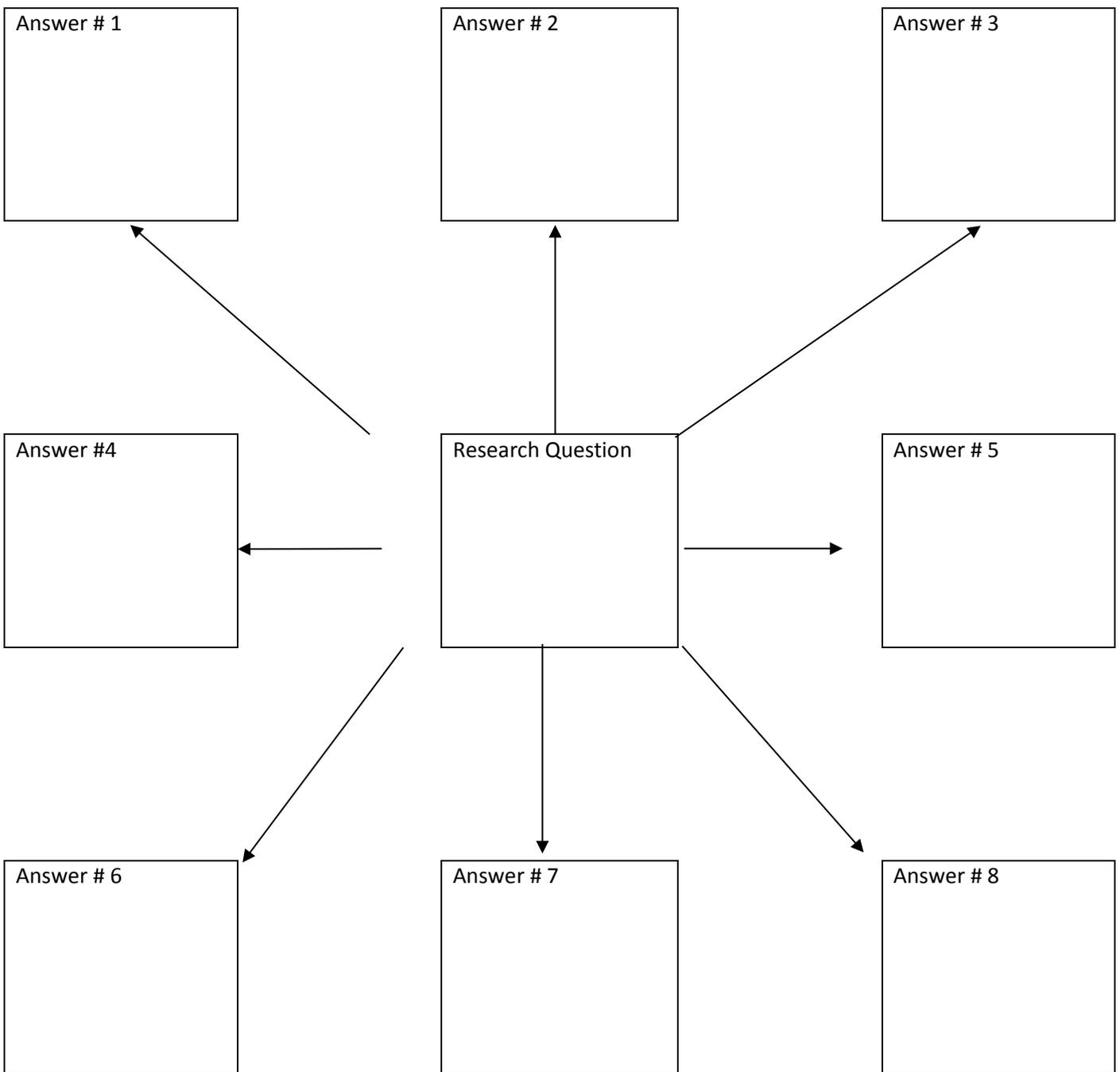
Assess also asks to make an overall judgement about the usefulness of the terrorist acts for the aims of the Palestinian cause. This will be the main thrust of your argument.

Each paragraph will have an effect and judgement about that effects usefulness to the cause.

Planning Scaffolds

Webbing

The answers to your question that you found

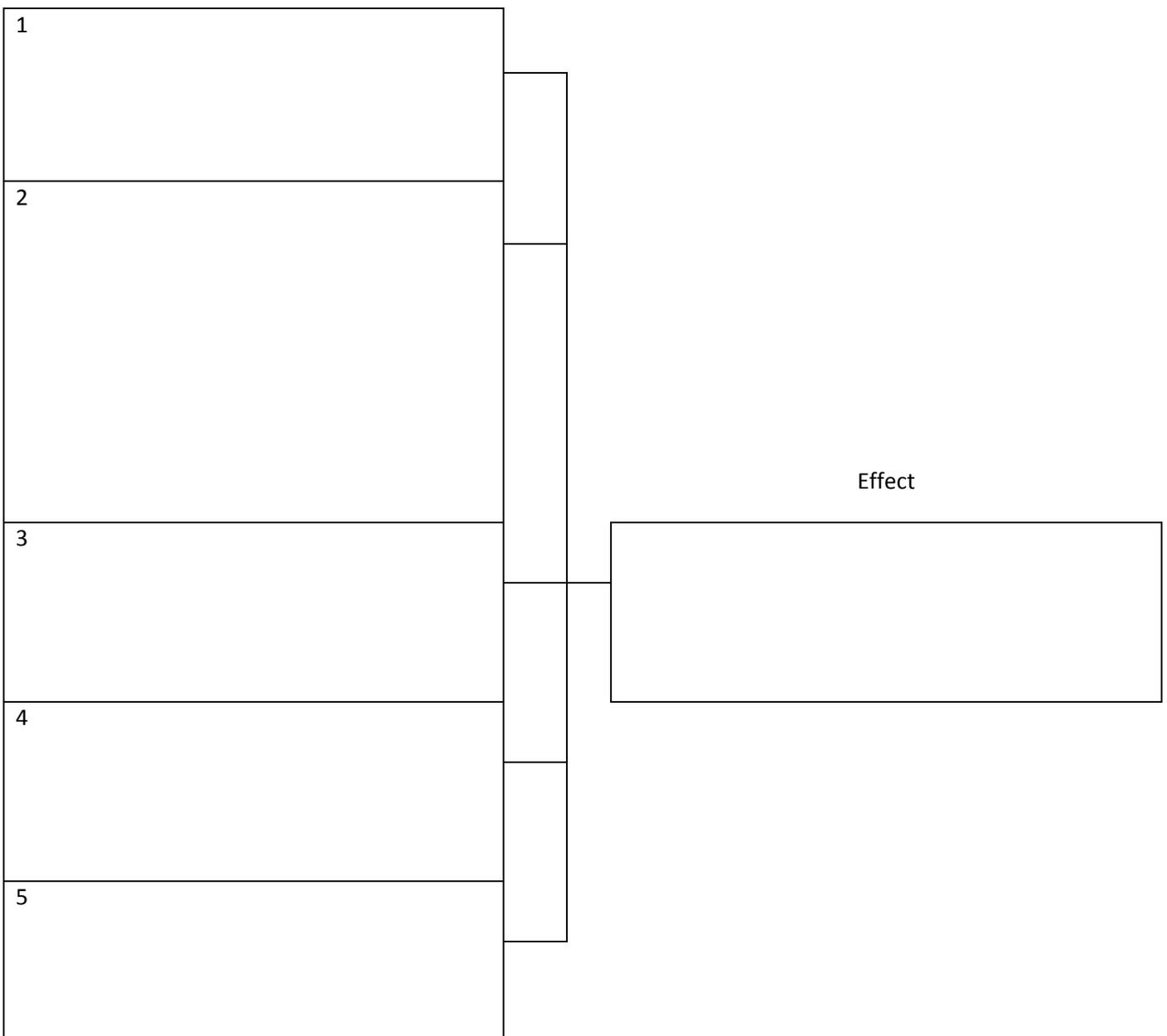


Cause and Effect

Research Question _____

Did you find many causes that led to one effect?

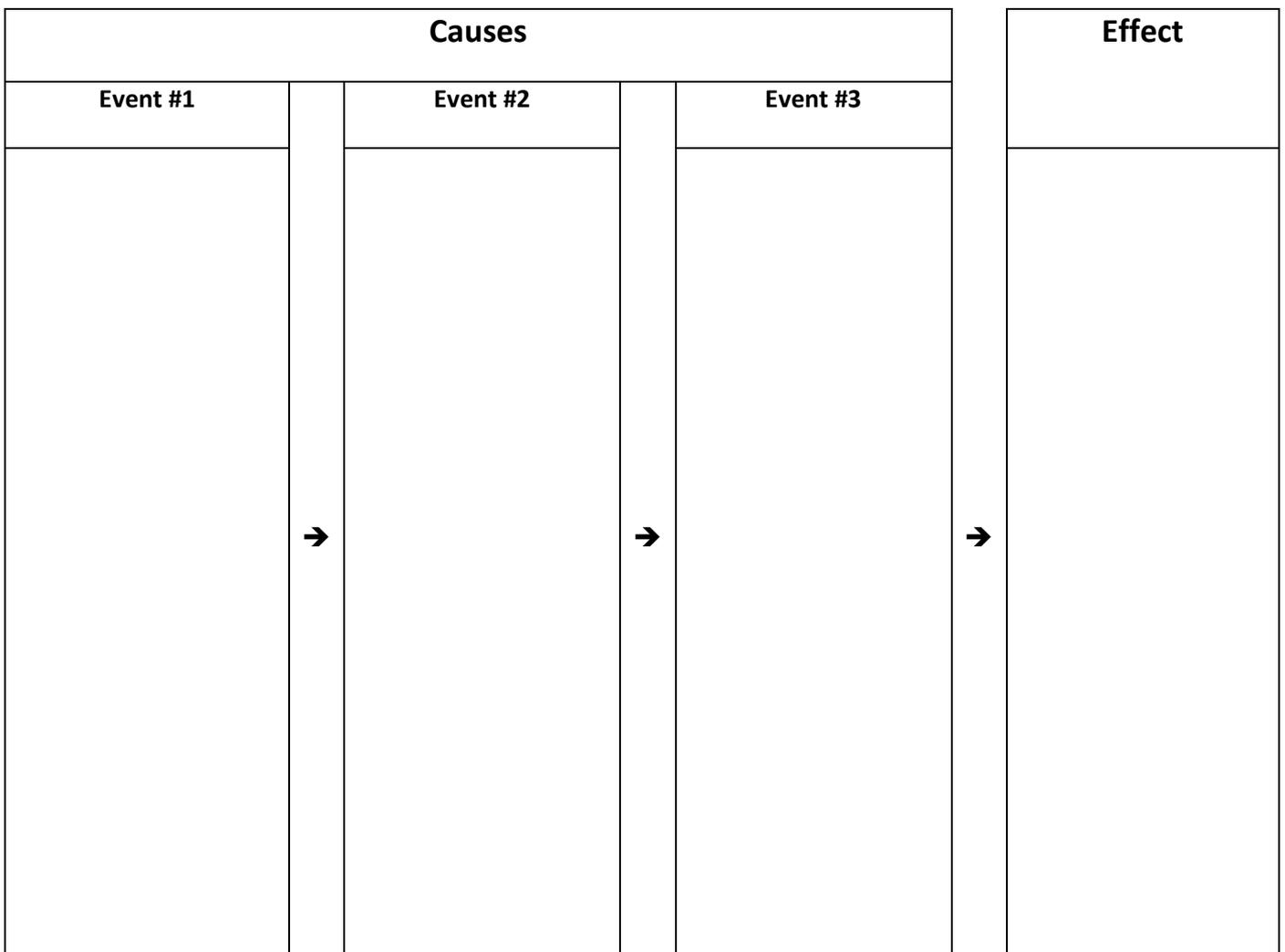
Causal Conditions



Causal Chain

Research Question _____

Did a series of events lead to a major point



The Empathetic/ Critical Task

This task can take many different directions. It is important to consult with your teacher. However, there is advice that will be useful to all empathetic or critical tasks.

Most commonly you will be asked to write using the voice and perspective of a person from a particular place and time. For example, you might write about a controversial issue, such as a Greek Hoplite in the Battle of Plataea expressing views on democracy, or a Victorian Middle Class Woman discussing the plight of the working classes.

Know the Details

You will be called upon to write about a particular time and place. Therefore, you must know about the particular details of that time and place. The objects and technologies described should fit in that time and place. For example, a slave owner of 1820s Louisiana should not be wearing a miniskirt and riding a bicycle.

Further, the ideas and knowledge expressed by a character of that time and place should match what is known about the thinking of that time and place. For example, the slave owner from 1820s Louisiana would not be discussing quantum physics.

You will use the language and voice of the time. Use primary documents to see how people expressed themselves at that time and reflect this in your grammar, syntax and vocabulary. For example, you might imitate the mode of expression to be found in Huckleberry Finn.

Referencing

If you are given a take-home task or are able to bring notes to class, you will footnote or in-text reference your data in the empathetic. For example, if your character expresses a particular opinion you will need to footnote a person of that time and place expressing that opinion. Alternatively, your character may, in their writing or discussion quote an eminent person of their time.

A Rationale

You will be required to write a rationale in which you explain the choices you have made in terms of the details, ideas and events in the written work.

A Critical Task

You may be required to answer short answer questions, or multiple choice. For this you need to know precise dates, places and names. You will need to shape your study to remember precisely. You might study with flashcards, use online quizzes, or use mnemonics.

Multimedia Presentation

The multimedia presentation is a research task. You will need to prepare it thoroughly. You will analyse your sources, reference your sources verbally and submit a bibliography.

Tips for Success

- Don't just randomise the images as a background to your talking. Use the images purposefully and specifically as historical sources.
- You must have a speech to go with your presentation. It must be your words predominantly. If you use music, make sure it does not drown out the voice.
- You must refer to the work of other historians in your speech text e.g. "According to Professor Cleverclogs,..... However, I think that he fails to consider....."

Helpful Information

- A range of formats are suitable. You standing and talking and writing diagrams on a white board could be very effective, if your words are analytical and incisive. A Powerpoint with your voice over can be strong. Remember this is a History assignment not a media assignment. You do not have to be Steven Spielberg or spend three hundred hours on Claymation. Just a voice file may pass, but will not score as highly as one with images.
- The school has the technology to produce a multimedia presentation. You teacher will help you access it, if you do not have the computer, camera or mobile phone technology to record a speech with images.
- If the technology is all too much you can do a straight oral presentation on a Thursday afternoon before two teachers and your invited audience.

HISTORY Multi-media Presentation Instructions

How to upload your video

Once you have made your video and saved it in an appropriate output format (.mpeg4, .mov, .avi, .wmv are all supported by Youtube) you need to upload it to Youtube.

If you don't have a Youtube account:

1. Go to Youtube.com and click on "create account" in the top right corner of the page.
2. Follow the steps for creating an account (you will need an email address to do so). Note that the "upload" option will not appear in the top-right of Youtube's page unless you have an account.

If you already have one:

3. Once you have an account, click "upload" and then the "upload" button, again, on the next screen. Locate your file and then the upload progress screen should appear. It may take a couple of attempts at this point. Make sure you have a supported file type.

4. You must also check the box that says “unlisted” on the privacy settings. This will mean that people can only get to the video if they have the exact URL — your video won’t appear on any public searches of Youtube.
5. You can alter many other facets of the video, but the default settings should suffice.
6. You will then need to email your teacher the video’s URL.
7. This will be collated on a whole class list so that you can watch the videos and at least two will be watched in class.

Document Study

In the document study you will be asked to respond to collection of unseen primary and secondary sources. These will take up one A3 page. These may include quotations, extracts of histories, cartoon, photos, maps diagram etc.

The questions will escalate in complexity. The initial questions will be asked you to understand content and later questions increase in analytical complexity.

The y key terms for analysing sources are : Origin, Purpose, value and Limitation.

You should focus on the information in the sources in answering the question, which you have understood clearly due to your knowledge of the historical period. For example if there is a quote from Disraeli in your Victorian Britain course the teacher will expect you to know that he was Prime Minister and an important politician who started as a radical but finished as a Conservative.

In the final short essay you will combine the information from the sources with your own general knowledge. You will reference the information from the documents using in-text referencing as you write the short essay. For example: “ As seen in Disraeli’s quotation from 1881, Conservatives did not want to reform the factories.”(Source3)

The most important aspect of undertaking a document study is to actually answer the question you are asked! Use the space provided in the answer sheet as a guide for how much to write.

Preparation

You will often analyse sources in class, use these skills in your test.
Use the analytical terms: Origin, Purpose, value and Limitation.
Study be learning the details and the themes of the time and place.

Example Essay

Research Essay

Word Count: 1333

Year 11

Challengers from the East and Crusaders

Line 1

Can the Reconquest of Spain be considered a Crusade, or was it just politics?

The Reconquista was a series of conflicts fought in Spain from 711 to 1492 between Christian Europe and the Muslim inhabitants of the Iberian Peninsula. It cannot be said that the reconquest of Spain was either a crusade or solely politics; rather it was a series of political and religious based conflicts that were transformed into a crusade by the later popes of the 11th century. Spanning over almost eight centuries, the Reconquista was subject to changing influences, as, in a time when the Christian Church possessed significant power, political policy was intermingled with religious beliefs. However, religious motivation increased with recognition of the conflict by papal authority, and what had always possessed a degree of religious motivation was transformed into a crusade. The Reconquista became a military expedition sanctioned by the Pope, granting indulgences for those taking part, and fought by the Christian peoples against those perceived to be the external foes of Christendom for the recovery of Christian property and in defence of the Church and Christian people, as is an accepted definition of a crusade⁶. It was this increased support for the Reconquista, which contributed to victory for the Christians and ended a struggle, which had been ongoing for over seven hundred years.

During the length of the Reconquista the political situation in Spain was a complex and changing one, continually influencing the course of events. Although the Muslims initially controlled the majority of Spain, the Christian kingdom of Asturia formed in the north of the region. In a bid to strengthen the political structure of Asturia, King Alfonso II recreated a Visigothic style of government. Such an action implied a claim to the Visigoths' previous power and the intention to recover Spain from Muslim control. During the reign of Alfonso III, the *Chronicle of Albelda* describes the Asturian Kings as 'The Visigothic Kings of Oviedo' and stated that the Muslims had captured 'the kingdom of the Goths', again reinforcing the link between the Asturian kings and Visigoths, justifying their right to reconquer Visigothic territory⁷. Over time several other independent Christian states formed in the north such as Leon, Castille, Navarre, Aragon and Catalonia. Each of these states had their own political interests; therefore "Territorial conquest undoubtedly prompted many military actions along the frontier and may have been uppermost in the minds of many warriors over the centuries"⁸. As a result, the Christian states were not only at war with the Muslims, but also at times at war with each other. It was important that rulers of this period prove themselves competent war leaders to prevent their subjects from losing faith and themselves losing power. This is evident from an account given in the *Primera Cronica General* of Fernando III on his death bed instructing his son, who is to inherit power - "If you know how to preserve in this state what I leave you, you will be as good a king as I; and if you win more for yourself, you will be better than I; but if you diminish it, you will not be as good as I"⁹. In the early 11th century, the political situation shifted, with the collapse of the Muslim caliphate and by 1031 the Muslim territory was divided into a collection of over 20 city-states called Taifas. This led to political alliances of the Christians with various Muslim states, with Christians offering protection from other Muslim

⁶ (O'callaghan, 19-20)

⁷ (*Chronicle of Albelda*, from Lomax, 39)

⁸ (O'callaghan, 9)

⁹ (*Primera Cronica General*, from O'callaghan, 8)

states in return for payment. Many Christian nobles, such as El Cid, also developed such alliances to increase their personal power, status and wealth by aiding the Muslims. These constantly shifting political situations and alliances undoubtedly influenced and motivated the Christian political policy of territorial expansion and control during the Reconquista.

As the Reconquista was fought between the Muslim and Christian nations, it always possessed a degree of religious motivation, and as the reconquest progressed so too did this religious focus. During the Medieval period, religion was an integral part of society, dictating individual and community values and everyday life. A person's position and participation within the community was in many ways dependant on their religious commitment¹⁰. Due to this religious influence, it was very difficult for two, such culturally different, nations to assimilate. This resulted in the oppression of one nation, with limited social rights, and ultimately religious based conflict between the two. The religious significance of the Reconquista increased as Asturia developed closer links with Western Christian institutions in the 8th century, with the introduction of the concept of Adoptionism. Preached by Archbishop Elipando of Toledo, the doctrine held the belief that in His Incarnation Christ had adopted a human nature. This was widely interpreted to mean that He was merely God's adopted Son. The Asturian church strongly opposed this view, leading to a series of disputes and condemnation of the belief by the papacy. This caused the recognition of the Asturian Church by the papacy as a true Christian institution and increased the Christian identity and motivation within Asturia. Added to this, was the revival in popularity of St James, the apostle accredited with the original conversion of Spain to Christianity. A feast day was established in his honour, and a church was built by Alfonso II on the site of his tomb, which became known as Santiago de Compostela or St James of Compostela. Importantly, this site began to attract pilgrims, re-linking Asturia with Western Christendom and St James became regarded as the protector of the Asturians in their battle against the Muslims. The underlying religious motive became clear, as recorded in the *Chronicle of the Visigothic Kings*, in a speech attributed to Pelayo from the battle of Covadonga at beginning of the Reconquista:

“Have you not read in the Holy Scriptures that the Church of the Lord is like a grain of mustard-seed and then by God's mercy is again risen up to great heights? Our hope is Christ that through this little hill which you can see [mount Aseuva] the salvation of Spain and the army of the Gothic nation may be restored. ... We expect that His mercy will come to restore the Church, that is, the nation and kingdom”¹¹

As this chronicle was written during the reign of Alfonso III, it is not likely that these were the exact words said by Pelayo, however they reflect the opinions and objectives of Alfonso III and his ancestors. This intention is also clear in the declaration from the *Prophetic Chronicle* that “Our hope is Christ...that the enemies' boldness may be annihilated and the peace of Christ be given back to the Holy Church”¹², highlighting the strong sense of religious motivation and justification present throughout the Reconquista.

Although the Reconquista had strong religious motives, it was not until after the mid 11th century that papal interest resulted in many of the Spanish conflicts being transformed into crusades. The significance of the Reconquista was first recognised by Pope Alexander II. He made obvious his support for the conflict in a letter addressed to the bishops of Spain written in approximately 1063, in which he declares that “war is waged justly against those who persecute Christians and expel them from their cities and own homes; these were everywhere created to be enslaved”¹³. Alexander II furthered this idea of a justified war, with the concept of remission of sins and relief of penance for those who engaged in conflict in Spain, recorded in a letter to the Italian Clergy of Volturno:

¹⁰ (O'Callaghan, 10)

¹¹ (*Chronicle of the Visigothic Kings*, from Lomax 40)

¹² (*Prophetic Chronicle*, Lomax, 40)

¹³ (Ott, *Letters of Pope Alexander II*)

We urge with paternal charity that those who are determined to set out for Spain think with maximum care about what they, divinely inspired, have decided to carry out. Let a measure of penance be imposed on each and every one of them who shall confess, according to the quality of his sins, to his bishop or spiritual father, so that the devil may not accuse them of impenitence. We, accompanying [them] with prayer, by the authority of the holy apostles Peter and Paul, [thereby] lift their penance and give them remission of sins.¹⁴

This act of delivering remission of sins, created, by definition, the first crusade in Spain. However, it was not until the leadership of Pope Urban II that the crusades in Spain gained momentum, with the combined propaganda of the Crusades to the Holy land and Urban's declaration that:

If anyone should die for God and for the love of his brethren in that expedition [to Spain], he should not doubt that by the mercy of our most clement God he will truly receive indulgence of his sins and participation in life eternal. If anyone of you, therefore, plans to go to Asia, let him try to fulfil the desire of his devotion here. For there is no virtue in delivering Christians from Saracens there while exposing Christians here to the tyranny and oppression of the Saracens.¹⁵

The resulting increase in expeditions of crusaders from within Spain and from other areas such as England, the Rhineland, Austria and the French regions of Burgundy, Champagne and Normandy, provided significant help to Spanish rulers in the advance of the Reconquista. The crusades continued to be a driving force behind the reconquest of Spain, with the final Christian victory over Granada in 1492, under the leadership of Ferdinand and Isabella, fundamentally supported by a papal crusading bull.

What by the 11th century had become a crusade against the Muslim inhabitants of Spain, was also importantly fuelled by political motivation. The Reconquista initially began as a struggle of the Asturians to reclaim the land that they believed they were rightfully entitled to as descendants of the Visigothic monarchy. Such political incentive remained a driving force throughout the reconquest, with territorial expansion and the desire to increase status and wealth, high on the minds of many Christians. However, the conflict was also viewed in a religious context, as the Christians were engaging in hostilities against a Muslim nation, with severely conflicting beliefs. This religious motivation increased, and, by the eleventh century, the conflict was granted papal support, and its Christian participants, remission of sins. Beginning as a conflict based on both political and religious reasoning, throughout its duration the reconquest of Spain developed to also become a crusade. As such, the Reconquista can, in its entirety, not be considered a crusade, but rather a conflict whose rationale is both political and religious in nature.

Annotated Bibliography:

Barton, Simon & Fletcher, Richard (eds), *The World of El Cid – Chronicles of the Spanish Reconquest*, Manchester University Press, Manchester

This book provides very detailed information, with annotations of primary sources regarding the Reconquista. The book also includes a map and genealogical tables, to ensure understanding of the relevance of the events discussed. In an introductory section, the book encompasses the events of the Reconquista in some detail.

¹⁴(Ott, *Letters of Pope Alexander II*)

¹⁵(O'Callaghan, 33)

Esposito, John L. 2009, *The Oxford Encyclopedia of the Islamic World*, Volume 4, Oxford University Press, New York

Under the entry of Reconquista, this book provides an excellent overview of the key events of the reconquest of Spain. It also briefly discusses the ideology behind the Reconquista, in terms of political and religious motivation. To help put the events in context, the book provides a map, which chronologically shows the territory brought under Christian control during the length of the conflict.

Harpur, James 2005, *The Crusades, The Two Hundred Years War: The Clash Between the Cross and the Crescent in the Middle East 1096-1291*, Carlton Publishing Group, London

This book provides an overview of the crusades, putting the Reconquista in context with other events at the time. It also discusses the concept of a crusade and provides a very brief summary of the key events that took place in the Reconquista. Other chapters, discuss, at length, the events of the crusades.

Lomax, Derek W. 1978, *The Reconquest of Spain*, Longman Group Limited, London

Containing information about every aspect of the Reconquista, this book covers, in detail, the entire length of the conflict. It provides an introductory chapter of important background information, explaining the Muslim conquest of Spain and the situation at the beginning of the Reconquista. As well as discussing the events of the reconquest, the book encompasses descriptions of warfare techniques and conditions, Christian and Muslim attitudes and Christian military orders. These are discussed in reference to other authors and to primary sources, including quotes and excerpts. The book also provides several maps, which help to put the events of the Reconquista into context. Similarly, dynastic tables are included to help avoid confusion.

Madden, Thomas F. (ed) 2004, *Crusades – The Illustrated History*, Duncan Baird Publishers, London

This book provides information concerning the crusades. It discusses, at length the events that took place, with a chapter on each crusade, including the events of the Reconquista. It also encompasses information as to the lead up to the first crusade, and the lasting legacy of the crusades and of the concept, concerning modern day events. The book provides images of paintings and artefacts of the time, as well as existing ruins.

O'Callaghan, Joseph F. 2003, *Reconquest and Crusade in Medieval Spain*, University of Pennsylvania Press, Philadelphia

Focused on the reconquest of Spain as a crusade, this book provides information on the events of the Reconquista only after 1063, with little reference to those of the first half of the Reconquista. It discusses the concepts of reconquest, Holy War and Crusade with reference to the Reconquista, to provide an understanding of the nature of the conflict. The book also discusses, in detail, the warfare of the era and the means of financing the Reconquista. In another chapter it provides information of the religious aspects of the battle. The book includes direct references and excerpts from primary sources and other authors. Primary sources used from this book are:

Primera Cronica General:

Pidal, Ramon Menendez (ed) 1955, *Primera Cronica General*, 2 volumes, Editorial Gredos, Madrid

Ott, John S. n.d., *Letters of Pope Alexander II*, viewed 9 May 2010,
<<http://www.web.pdx.edu/~ott/hst399/Alexanderletters/index.html>>

This website provides translations of the letters of Pope Alexander II by John Ott. Holding office from 1061-1073 the letters date from the beginning of Alexander's reign. The text from three letters is provided, all of which discuss events concerning Spain, providing information on the beginning of the crusade in Spain, the justification of actions against the Saracens, and the situation of the Jews comparative to the Saracens.

Strayer, Joseph F. (ed) 1988, *Dictionary of the Middle Ages*, Volume 10, American Council of Learned Societies

This book provides a concise summary of the events of the Reconquista, under the entry of Reconquest, giving an understanding of the conflict. It also briefly discusses the nature of the reconquest as a religious and ideological conflict, or as the result of political and economic growth.

Example Empathetic

Nonis Nov. AUC 1024 (5 November 272CE)

Antigonius the Merchant of Antioch to his brother Alexander the doctor of Corinth, greetings

My dear brother, it is now twelve years since I have been able to write to you because of the occupation of our city by the detested Palmyrans, led by their harpy queen, Zenobia (Magie 389). However, I am now able to write to you because our town was liberated this summer by our glorious Emperor Aurelian (Magie 426), and I am told that the imperial postal service is now functioning once again, so I am confident this letter will reach you.

When I last wrote to you it was with tears of lamentation for the destruction of the imperial army by the Persians and the capture of the noble Emperor Valerian. The Persians, as you know, had been raiding Syria for several years before the Emperor attempted to drive them away, but he was defeated and fell into their hands. There are several stories as to his fate. Some say he was killed immediately, other that lived for several years in captivity, with the Persian Shah using him with great cruelty.

At this point, with the Persians advancing west, the people were thrown into confusion and all seemed lost, but suddenly we were given a new hope. The Governor of Palmyra, a city in the middle of the desert between Syria and Mesopotamia, raided deep into Persian territory and threatened Ctesiphon, the Persians' capital. The Persians withdrew. How little did we know this hope was a chimera, for no sooner had this Governor caused the Persians to withdraw, than he was killed by his own family, and after a small time his wife, the queen Zenobia, declared herself regent for her son, and queen in her own right, independent of the Roman Empire! (Magie 289).

Soon the whole of Syria, Palestine and Egypt fell into her hands, as the Emperors who ruled then were distracted in the West by barbarian invasions. What a time of woe this was for us: we Greeks have been the administrators, bankers, merchants and doctors and have formed the ruling classes in all these provinces of the East since the time of the noble Alexander and his conquests. The common people in these parts, though many have learned Greek, and taken up with Greek education and literature, have remained on the whole miserable and ignorant and addicted to their strange gods and their barbarian customs and their language, Aramaic (Magie 430). They are the farmers and the herders and the peasants and the urban rabble, and they greatly outnumber us Greeks, though always the rulers of the cities in these provinces have kept them in check.

When the Palmyran army approached our city, the city fathers had no option but to go out and yield the city to them, and our first affliction was the insatiable demands that the new rulers placed upon us merchants in the name of paying their expenses for their military campaigns. At this time I knew that the

occupation would be hard and long, and so hid much of my wealth and goods in hiding places within the city and outside in places in the countryside, guarded by faithful servants, and many of the other merchants did the same. At this time I sent my two eldest sons, Alexander and Demetrius, in disguise to you. I hope that you can tell me that they arrived safely in Corinth. If they could not reach you I instructed them to find an army camp and to offer themselves as recruits, for I thought that if the years of service were long, and training and discipline hard and unrelenting, at least they would be safer in the ranks of the army than in civilian life, in these hard times.

But to return to us in the city of our birth, now no longer a part of the glorious Roman Empire, but prey to rebels and upstart nomad camel-herders. At once all those who could took the path of servility and flattery and, while stopping their noses against the stink of camel, went to the new governor and his entourage with presents and fair words. At these toadies were rewarded, but not as well rewarded as those these rebels brought with them. At once, we merchants who stood aloof were deprived of most of the goods we had not hidden, and were forbidden to trade. The trade between the Persian Gulf and here, formally our preserve, was given to these camel-herders.

Since that time I have lived entirely on my own resources, using up the wealth I had accumulated over many years in this one decade, and in the last few years I have been wholly dependent on the food grown on the one or two farms I had managed to keep away from the vultures circling around we Greeks. Many were the insults we suffered, every day almost something more was taken from us, be it a son or a daughter taken away, or property, or gold. I blessed the day I had only sons not daughters, but my youngest son, Lysander, was taken away to serve in Palmyran army, and I have not heard from him from that day, nearly six years ago, to this.

But now the glorious son of Rome, the Emperor Aurelian has marched east. Our city yielded to him some months ago, and since then he has marched on to the capital of this rebellion, Palmyra itself, and taken it and taken away its queen in chains (Magie 428). I cannot tell you how joyful we Greeks have been since the day we rejoined the Empire and these rebels fled like the dogs they are.

Since that time I have been working with the new governor to root out all those who support the rebels, and to reestablish my business with what little wealth remains to me. I have sent messengers searching for my son Lysander and west, searching for my elder sons.

I must close here as other business presses. If you have news of Alexander and Demetrius please let me know. A father yearns to learn of his scattered family. My wife, my Helena, sends her greetings to your wife, Olympia.

Farewell.

Rationale

[The only primary source for the period is the partly fictitious *Lives of the Later Caesars* (*Historiae Augustae*)].

One of the most dramatic symptoms of the troubles of the Roman Empire in the third century CE was that in the 260s and 270s large areas became ruled by separate regimes. In the west was the Gallic Empire (260-74) and in the East the Palmyran Empire (260-72). Both of these entities were reconquered by the Emperor Aurelian (Drinkwater 219, Wagner 1). The Gallic Empire was simply parts of Gaul which for a time were ruled by the local Roman military, which assumed control in the chaos of barbarian invasions. In this area there was little noticeable change of culture. However in the east the Palmyran Empire was a different entity and threatened the cultural integrity of the Empire. In the first place it was a culturally Aramaic Empire, neither Roman nor Greek, and its centre was the city of Palmyra, in the middle of the Syrian desert, a city which had been semi-independent, and was a powerful centre of agriculture (using sophisticated irrigation methods from natural spring water) and trade, on the borders of the Empire (Dobson 1625, Anon 1). The Middle East was a difficult area for the Romans, not only was the whole area under constant threat of Persian invasion, and since the 220s the Sassanians had proved more dangerous than the Parthians, the previous dynasty, but it was culturally antipathetic to the Roman/Greek culture of the rest of the Empire. This 'Aramaic problem' flared up throughout Roman history, from the Jewish Revolts of the first and second centuries CE (Cary 415-18, 439), to the Nestorian and Monophysite 'heresies' of the fourth and fifth centuries (Rousseau 328). Finally the Byzantine Empire lost these provinces to the Islamic invasions of the seventh century. A major problem at any period was that unrest in this area threatened the grain-basket of Egypt, and this is what prompted the continued Roman and Byzantine efforts to hold on to these provinces.

I wanted to use this empathetic to underline this clash of cultures. I chose a Greek merchant of Antioch, a major city of the empire, which was conquered by the Palmyrans. I imagined what life would be like for a Greek merchant who suddenly lost his business and his possessions in the chaos of events and the temporary assertion of political control by the Aramaic majority which had been repressed by Greek culture even since the Hellenisation of the upper classes of the Middle East by the invasion of Alexander the Great 500 years earlier (note how both the merchant and his sons have names that are connected with Alexander's family and followers). The merchant is highly contemptuous of those non-Greek inhabitants of the eastern Empire, and damns by reference to their lack of (Greek) learning, their alleged links to camel-herding, their dirtiness (public baths were a strong symbol of Graeco-Roman culture), and so forth.

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