HISTORY 312: THE CRUSADES

Course Information:
History 312, Fall 2011 (CRN: 81075)
Time: TR 9:30-10:45
Room: Bryan 111

Instructor Information:
Dr. Richard Barton
Office: 2115 MHRA Bldg.
Office phone: 334-3998
Home phone: 852-1837, no calls after 9 PM
Mailbox: 2118A MHRA
Email: rebarton@uncg.edu

Office Hours: Mon 11-12, Thurs. 11-12, and by appointment

Course Description:
This course offers an introduction to the social, political, intellectual, military and religious movement that is known as the crusades. It focuses on the ‘classic era’ of crusading, namely the century and a half between the call to the first crusade at Clermont (1095) and the failure of the last serious crusade in Egypt (1250). Although close attention will be paid to the actions and achievements of the European crusaders in carving out European states in the Middle East, the course it not limited to, nor even particularly oriented around, military history. Rather, it attempts to place the crusading movement and its outcomes into a proper historical and cultural context. As a result, the class will focus intensely on the social and economic conditions that gave rise to the crusades, on the motives and ideologies of the crusaders, and on the structure of the society that they attempted to construct in the East. The course also assumes that any understanding of the crusading movement must also begin with an understanding of Islam; we will spend some time looking at Muslim society in the Near East, at Islamic notions of Jihad, at the reactions of Muslims to the crusades, and at the impact of the crusades on Muslim political, social and religious affairs. While we will be concerned to address some of the modern concerns raised by crusading ideologies, the course will insist that analysis and interpretation of motives, causes, and impacts of the crusades respect the historical and cultural uniqueness of the Christian and Islamic civilizations of the Middle Ages.

Course Goals and Student Learning Objectives

A student who successfully completes this class should be able to:

1. recognize the causes, events and impact of the European crusades to the Middle East between 1095 and 1250
2. interpret primary sources from the period under study and, using both written and oral skills, analyze them
3. evaluate modern scholarship of a variety of genres and methodological orientations in order to produce a larger analytical synthesis
4. employ a variety of forms of writing to communicate analytical conclusions
5. apply theoretical frameworks of analysis to the material under study
6. compare ideas, events, and individuals over time to look for change and continuity

Teaching Strategies
The course will combine lecture and discussion. Students will read original sources and modern commentaries and discuss them as a class. Written work will include analysis and interpretation of these texts. Lectures will incorporate important visual material, both archaeological and art-historical, in order to demonstrate the utility of material culture to the study of the past.

Required Texts

Course Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (Penalty for absences)</td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Research project</td>
<td>40% (total)</td>
</tr>
</tbody>
</table>

This 40% is divided up as follows:

1st Topic, Question and Annotated Bibliography: 10%
2nd Topic, Question and Annotated Bibliography: 10%
3rd Topic, Question and Annotated Bibliography: 10%
Article Critique: 10%
Midterm Exam: 20%
Final Exam: 20%

Explanation of Course Requirements:

1. Attendance
I will take roll most days. You are allowed to miss 2 classes without explanation; for every subsequent absence, I will deduct 1 point from your final cumulative course grade.
2. Quizzes [Goals 1,2,3,4, and 6] (20%)  
On these dates students will take a short (10 minute) in-class quiz on the readings and lectures since the previous quiz. Of the 7 quizzes, I will count the five or six best towards your quiz grade. Quizzes will involve short answers, usually no more than five, and will be based on the readings. I will not try to trip you up with trivial-pursuit style questions, but rather will aim towards larger, interpretive questions.

3. Research Project (a total of 40% of your grade, broken into several sub-assignments).  
Each student will develop several research topics and bibliographies, and will then write a short paper on a scholarly article related to one of those topics.

a. Research Topics, Questions, and Bibliographies. [Goals: 2,3,5, and 6]  
The first step in ‘doing’ history is to come up with a suitable topic and, most importantly, an analytical question to ask about that topic. I will ask you to come up with three different topics over the course of the semester; these topics will be constrained by chronology (where we are in the course) and by subject (one will involve a person, another an event, etc). Note that it is relatively easy to come up with a topic, as lots will suggest themselves each day in class or in the Riley-Smith reading. But you will need to do some bibliographical work to determine whether a topic is suitable and/or whether a good question exists about that topic.

i. First Topic, Research Questions and Bibliography:  
Due: 15 September  
Your first research topic and associated research questions and bibliography must relate in some way to the First Crusade (that is, the origins, events of, or problems associated with the First Crusade). You must select either a person, an event, or a concept for this topic. Once you have a topic, you must produce an Annotated Bibliography of 5-10 items for that topic; of those 5-10 items at least 1 and as many as 3 must be primary sources (the others should be secondary sources). See my separate assignment sheet for advice on how to locate and construct an annotated bibliography. Once you have your bibliography, you must write three research questions which, in your opinion, both are feasible and have not already been answered definitively.

ii. Second Topic, Research Questions and Annotated Bibliography  
Due: 20 October  
You will follow the same procedure as for the first topic. This time, however, the topic must encompass some aspect of the First Kingdom of Jerusalem (1100-1187) or Third Crusade (1189-1192). In addition, you must select a category of topic (i.e., person, event, or concept) that is different from your first topic.

iii. Third Topic, Research Questions, and Annotated Bibliography  
Due: 10 November  
You will follow the same procedures as for the first two topics, with these caveats: the topic must involve some aspect of Thirteenth-Century Crusading (1197-1291), and, again, you must select a category of topic (person, event, or concept) that differs from the first two.

b. Article Review [Goals 3,4, 5] (10%)  
Due: 29 November  
Historians also have to be aware of the contributions made by previous historians to their topics. That is why we read secondary sources. For this 3-4 page essay you will choose at least one secondary source (but potentially a pair of conflicting sources) from any one of your three topics and analyze its significance (or their significance) for that research topic. You will need to firmly understand the author’s argument (or point), to articulate why (or why not) you find that argument persuasive, and to explain how (or how not) the article (or chapter) is relevant/useful for your project.

4. Take-Home Midterm Exam [goals 1, 2, 3, 4, 5, 6] (20%)  
Due: Thurs., October 6  
The midterm will involve a combination of short answers and one longer essay. I will expect the exam answers to employ citations following the format used by historians (Chicago Manual of Style).

5. Take-Home Final Exam [Goals 1, 2, 3, 4, 5, 6] (20%)  
Due: Thursday, 8 December, at noon  
The exam will require you to write a total of 8-10 pages of answers to a combination of short answers and one longer
essay. I will expect the exam answers to employ citations following the format used by historians (Chicago Manual of Style).

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>87</td>
</tr>
<tr>
<td>B</td>
<td>83</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>77</td>
</tr>
<tr>
<td>C</td>
<td>73</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>67</td>
</tr>
<tr>
<td>D</td>
<td>63</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>F</td>
<td>59</td>
</tr>
</tbody>
</table>

Attendance Policy

Attendance is mandatory. You are allowed to miss 2 classes without explanation; for every subsequent absence, I will deduct 1 point from your final cumulative course grade.

Academic Honor Code

Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to this address on the UNCG website for more details: http://studentconduct.uncg.edu/policy/academicintegrity/complete/.

Additional Requirements and Advice

1. In case later consultation should prove necessary, students are asked to keep copies of all graded assignments until at least the end of the semester.
2. All course requirements must be completed to receive a grade for the class.
3. **Late work** will be penalized by 1/3 of a letter grade (ie., A to A-) per day it is late unless previous arrangements have been made with the instructor.
4. **Plagiarism** is a serious academic offense that occurs when someone - whether knowingly or not - uses the words or ideas of someone else without giving that person credit for those words or ideas with a formal citation. I therefore expect that all written (and oral) work will be your own. Should I find evidence to the contrary, I will consider any and/or all of the punitive sanctions made available to me by the university. When in doubt, cite your source. If you are unclear about what constitutes plagiarism, please see me in private - I’m happy to discuss it.
5. **Note-Taking**: This course emphasizes the reading and analysis of written texts. To get the most out of the course, you should attend regularly and come to class prepared to discuss the readings that were assigned for that class meeting. You are strongly encouraged to take written notes on the readings. With primary sources, this might involve noting significant passages or events (with the appropriate page number so you can find them again if necessary). With secondary sources, you should try to jot down the main interpretive points of the reading; even Riley-Smith, our textbook, is not a neutral purveyor of fact - you ought to be able to write down 4-10 sentences describing his points for each chapter. You also might then include a couple of examples from his chapter which illustrate his larger points. With other secondary sources, it is essential that you know the argument of the article.
Sequence of Classes and Reading Assignments

Key to location of readings:
- no indication of location (e.g., “Allen and Amt”): one of the required books for the course
- E-Reserves: available on the blackboard site through the ‘E-Reserves’ button
- Blackboard: available on the blackboard site through the “Course Readings” button
- Journal Finder: article you must locate and download using the library’s journal finder feature. Journal Finder is accessible through the library’s homepage (http://library.uncg.edu/) Be sure that you search by the title of the journal, not the title of the article.

1. (August 23) Course Introduction: Europe and Middle East, 900-1095
   Riley-Smith, xxix-xxxiii, 1-2
   Gabrieli, xi-xxii

   Riley-Smith, 2-16
   Allen and Amt, 7-9, 31-35, 39-46

3. (August 30) The Response to Clermont: the First Wave and Anti-Judaism
   Riley-Smith, 16-29
   Allen and Amt, 47-56

4. (September 1) The Response to Clermont: the Second Wave and the March to Antioch
   Riley-Smith, 29-37
   Allen and Amt, 57-66
   Quiz

5. (September 6): The Motives of the Crusaders
   Blackboard: Phillips, Document 3 (p. 165-167)

6. (September 8): the Siege of Antioch and the Capture of Jerusalem
   Riley-Smith, 37-49
   Allen and Amt, 67-80
   Gabrieli, 1-12
   Quiz

7. (September 13): Completing the Conquest and Warfare in the East
   John France, “Warfare in the Mediterranean Region,” in Kostick, pp. 9-26
   Allen and Amt, 83-93
   Gabrieli, 13-17, 36-40
   Blackboard: Phillips, Document 16 (pp. 186-187)
8. (September 15): A common cause? Western Unity and Disunity
   Review: Allen and Amt, 69-73
   **Due: First Research Topic, Questions, and Annotated Bibliography**

9. (September 20): The Holy Places and the Establishment of the Latin Church
   Riley-Smith, 50-66
   Allen and Amt, 99-108

10. (September 22): Christians and Muslims in the Holy Land
    Riley-Smith, 66-75
    Allen and Amt, 25-28 (*Song of Roland*)

11. (September 27): How much colonization? Archaeology and Texts

12. (September 29): Responses of Muslims to the Early Crusades
    Yehoshua Frenkel, “Muslim Responses to the Frankish Dominion in the Near East, 1098-1291,” in Kristick, ed., 27-54
    Blackboard: Phillips, document 5 (p. 168-170)
    **Quiz**

13. (October 4): Cultural Interchange:
    Allen and Amt, 108-111, 116-124
    Gabrieli, 73-84

14. (October 6): A New Knighthood: the Templars
    Riley-Smith, 75-81
    Blackboard: “Jacob’s Ford”, in Barber and Bate, eds., p. 78-82
    Allen and Amt, 197-204 (St Bernard, and rule of Templars)
    **Due: Take-Home Midterm Exam**

(October 11): No class; Fall Break
15. (October 13): Role and Impact of the Military Orders
   Allen and Amt, 378-384 (end of Templars)
   Quiz

16. (October 18): Governing the Crusader States: Kings, Lords and Cities
   Riley-Smith, 82-94
   Allen and Amt, 93-99 (laws and taxes)
   Blackboard: Phillips, Documents 8-9 (p. 173-179), and Documents 17-18 (pp. 188-190)

17. (October 20): The Second Crusade
   Riley-Smith, 112-136
   Allen and Amt, 134-138 (Bernard’s letter)
   Gabrieli, 49-63
   Allen and Amt, 139-147
   Due: Second Research Topic, Questions, and Annotated Bibliography

18. (October 25): Politics and Warfare, 1100-1189 [including Hattin]
   Riley-Smith, 94-111
   Kedar, H.E. Mayer and R.C. Smail, eds., Outremer (Jerusalem, 1982), 159-176.

19. (October 27): Saladin, Hattin, and the Transformation of Muslim power
   Gabrieli, 64-72, 87-113
   Gabrieli, 114-125 (Hattin), 139-146 (conquest of Jerusalem)
   Allen and Amt, 162-166 (letter to Saladin and from Pope on fall of Jerusalem)
   Quiz

20. (November 1): The Third Crusade
   Riley-Smith, 137-146
   Allen and Amt, 167-169 (ordinances for 3rd crusade)
   Gabrieli, 182-189, 198-207, 208-224 (on siege of Acre)
   Allen and Amt, 170-173 (Itinerarium on Acre), 173-177 (RI around Jerusalem)

21. (November 3): Preaching and Financing the Crusades
   Review Riley-Smith, 112-116
   Read Riley-Smith, 146-149, 171-176, 183-186
   Allen and Amt, 181-192, 204-207, 213-217
   Quiz

22. (November 8): The Fourth Crusade and the other Early Crusades of Innocent III
   Riley-Smith, 147-163
   Allen and Amt, 221-240
23. (November 10): Impact of the Crusades on Byzantium
   Blackboard: Phillips, Documents 14-15 (pp. 184-186)
   **Due: Third Research Topic, Questions and Annotated Bibliography**

24. (November 15): The Fifth Crusade and Frederick II
   Riley-Smith, 163-182
   Allen and Amt, 252-261, 285-295
   Gabrieli, 256-266, 267-273

25. (November 17): Frankish Outremer, 1192-1291: Wealth, Power and Culture
   Riley-Smith, 215-237
   **Quiz**

26. (November 22): The Crusades of St Louis
   Riley-Smith, 186-195, 207-214
   Allen and Amt, 343-347
   Gabrieli, 284-295, 298-300

   (November 24): no class, Thanksgiving

27. (November 29): The Muslim Reconquest, 1260-1291
   Riley-Smith, 237-244
   Allen and Amt, 359-362
   Gabrieli, 307-312, 316-319, 326-331, 341-350
   **Due: Article Critique**

28. (December 1): Interpreting the Crusades
   Riley-Smith, 297-309
   Blackboard: Norman Housley, *Contesting the Crusades* (2006), pp 144-166

   Tuesday December 6: Reading Day

   Thursday, December 8 - Final Essays due by 12:00 (noon) in my office