

# 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

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## **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 is 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

1. Francesco Gabrieli, ed., *Arab Historians of the Crusades* (Berkeley, 1969, rpt. 1984). ISBN: 0520052242
2. S.J. Allen and Emilie Amt, eds., *The Crusades: a Reader* (Broadview, 2003). 1551115379
3. Jonathan Riley-Smith, *The Crusades: a History*, 2<sup>nd</sup> edition (New Haven, 2005). ISBN: 978-0-300-10128-7
4. *The Crusades and the Near East: Cultural Histories*, ed. Conor Kostick (Routledge, 2010) [978-0415580410]

### Course Requirements:

Requirement	Percentage of grade
Attendance	(Penalty for absences)
Quizzes	20%
Research project	40% (total)
This 40% is divided up as follows:	
1 <sup>st</sup> Topic, Question and Annotated Bibliography:	10%
2 <sup>nd</sup> Topic, Question and Annotated Bibliography:	10%
3 <sup>rd</sup> 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%)

Dates: Sept. 1, Sept. 8, Sept. 29, Oct. 13, Oct. 27, Nov. 3, Nov. 17

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, and6]

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

A	93	C	73
A-	90	C-	70
B+	87	D+	67
B	83	D	63
B-	80	D-	60
C+	77	F	59

### 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
2. (August 25): the Idea of Crusading and the Council of Clermont  
 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  
 Alan Murray, "National Identity, Language and Conflict in the Crusades to the Holy Land, 1096-1192," in Kostick, ed., 107-130.  
 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  
 Sini Kangas, "*Inimicus Dei et sanctae Christianitatis?* Saracens and their Prophet in Twelfth Century Crusade Propaganda and Western Travesties of Muhammad's Life," in Kristick, ed., 131-160  
 Riley-Smith, 66-75  
 Allen and Amt, 25-28 (*Song of Roland*)
11. (September 27): How much colonization? Archaeology and Texts  
 Jürgen Krüger, "Architecture of the crusaders in the holy land: the first European colonialism?," in Kristick, ed., 216-228
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:  
 Susan Edgington, "Oriental and Occidental Medicine in the Crusader States," in Kristick, ed., 189-215  
 Allen and Amt, 108-111, 116-124  
 Gabrieli, 73-84
14. (October 6): A New Knighthood: the Templars  
 Riley-Smith, 75-81  
 Blackboard: "Templars: Foundation," in M. Barber and K. Bate, eds., *The Templars: Selected Sources*, pp. 25-31  
 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  
 Blackboard: R.C. Smail, "The Predicaments of Guy of Lusignan, 1183-1187," in B.Z. 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 3<sup>rd</sup> 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  
 Chris Wright, "On the Margins of Christendom: the Impact of the Crusades on Byzantium," in Kristick, ed., 55-82  
 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  
 Blackboard: Jacoby, David. "Society, Culture and the Arts in Crusader Acre," in *France and the Holy Land: Frankish Culture at the End of the Crusades*, ed. Daniel Weiss and Lisa Mahoney (Baltimore: Johns Hopkins Press, 2004), 97-137  
**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