

HISTORY 312: THE CRUSADES



Course Information:

History 312, Fall 2021 (CRN: 81148) Time: TR 9:30-10:45. Room: SOEB 120

Professor's Information:

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Office Hours: Tuesdays 11-12, Thursdays 11-1, 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 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. analyze and interpret primary sources from the period under study (sourcing)
3. locate scholarly materials appropriate to a given theme or subject
4. identify and evaluate the arguments of modern historians
5. Assess the utility of at least one major tool of historical analysis, including agency, diversity, causation, race, class, and gender
6. Summarize and present evidence-based conclusions in writing and in oral presentation

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.

Required Texts

1. S.J. Allen and Emilie Amt, eds., *The Crusades: a Reader*, 2nd edition (University of Toronto Press, 2014). ISBN 9781442608948
2. Jonathan Riley-Smith, *The Crusades: a History*, 3rd edition (Bloomsbury Academic, 2014). ISBN: 9781472513519
3. Joinville and Villehardouin, *Chronicles of the Crusades*, tr. Caroline Smith (Penguin, 2009). ISBN 9780140449983

Course Requirements:

<u>Requirement</u>	<u>Percentage of grade</u>
Attendance	(Penalty for absences)
Participation	(bonus for regular, active participation)
Quizzes	20%
First Secondary Source Analysis	15%
Second Secondary Source Analysis	15%
Midterm Exam	25%
Final Exam	25%

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, your final course grade will decline by a factor TBD.

2. Participation [Goals 1, 2, 5, 6]

The class will be structured such that I will usually lecture for the first 45-50 minutes of class. After this, we will discuss together the readings. I'll take note of who participates regularly and substantially in discussions.

3. Quizzes [Goals 1, 2] (20%)

Students will take a canvas quiz on the readings and lectures every week or other week. The point is unabashedly to encourage students to read; if you have read, you should do well on the quizzes. One of the quizzes early in the semester will be an in-class map quiz. There will be 11 quizzes in total and I'll drop the lowest grade (so your grades on 10 of them will count).

4. Secondary Source Analyses (30%; 15% each) [Goals 1, 3, 4]

Twice during the semester you'll locate a scholarly article – either a journal article or an article in a book of essays – that relates to one of the themes of the class. You'll read it, and write a 2-3 page analysis of the author's argument AND how/why the article is or is not valuable to the course material. The point of this is twofold: 1) you get practice locating scholarly secondary sources, using the library's resources; and 2) you get practice analyzing arguments.

5. Take-Home Midterm Exam [Goals 1, 2, 5, 6] (25%)

The midterm will ask you to explain the significance of a number of primary source passages that you've already read, plus 1-2 passages that you have not yet read. You'll have choice of which passages you write about.

6. Take-Home Final Exam [Goals 1, 2, 5, 6] (25%)

The final will have several components. One component will be a small number of primary source passages that I'll ask you to analyze in a couple of paragraphs (practicing the skills you've learned in the primary source analyses). A second component will be a short synthesis essay, 3-4 pages long, that asks you to reflect on one of the themes of the course. I reserve the right to schedule an objective section if I feel that students haven't been doing the reading.

Grading Scale

A	93-100	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	87-89	C+	77-79	D+	67-69	F	59 or lower

Attendance Policy

See above. Attendance is mandatory.

Academic Honor Code

Each student is required to follow the Academic Integrity Policy on all 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. This means that if you don't turn in an assignment, you will fail the course.
 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. Quizzes cannot be made up.
 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, and will not incorporate the words or ideas of other persons (unless you dutifully and correctly cite those persons). 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. To be clear, penalties for infringing the honor code can include failure of assignment, failure of a class, suspension, or even expulsion from the university (depending on a variety of circumstances). 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.
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Sequence of Classes and Reading Assignments

	Date/Topic	Readings	Assignments
Week 1	August 17: Course Introduction	n.a.	
	August 19: Western Europe in 1095: Social, Political and Religious Institutions	1. Riley-Smith, 13-20 2. Allen and Amt, 5-8 3. Canvas: Political and Social Institutions in France, c. 1080-1242	
Week 2	August 24: Dar al-Islam in 1095: Social, Political and Religious Institutions	1. Riley-Smith, 47-48 2. Allen and Amt, 8-16 3. Canvas: excerpts from Usama ibn-Munqidh	
	August 26: Byzantium in 1095: Social, Religious and Political Institutions	1. Allen and Amt, 28-32 2. Canvas: excerpt from Anna Komnene	1. Quiz 1
Week 3	August 31: The Council of Clermont (1095) and the March to Constantinople	1. Riley-Smith, 21-36, 43-45, 48-53 2. Allen and Amt, 33-57	
	September 2: The First Crusade, from Constantinople to Jerusalem	1. Riley-Smith, 53-70 2. Allen and Amt, 63-78	1. Quiz 2 (map quiz)
Week 4	September 7: The Establishment of the Crusader States	1. Riley-Smith, 71-74, 116-124 2. Allen and Amt, 82-85 3. Canvas: Fulcher of Chartres, <i>A History of the Expedition to Jerusalem, 1095-1127</i> , tr. F. R. Ryan, ed. H. Fink (New York: Norton, 1969), p. 116-125	1. Quiz 3
	September 9: NO CLASS	n.a.	
Week 5	September 14: the Second Crusade	1. Riley-Smith, 140-161 2. Allen and Amt, 118-125, 125-128, 135-144	1. First Secondary Source Analysis
	September 16: Muslim Unification and Advance	1. Riley-Smith 124-135 2. Canvas: Francesco Gabrieli, <i>Arab</i>	

		<i>Historians of the Crusades</i> (Italian edition, 1957; English translation, Berkeley: University of California Press, 1969), p. 64-72, 87-113, 114-125 (Hattin), 139-146 (Conquest of Jerusalem) 3. Allen and Amt, 155-162 (fall of Jerusalem)	
Week 6	September 21: the Third Crusade	1. Riley-Smith, 163-172 2. Allen and Amt, 169-177 (3 rd crusade), 203-208	1. Quiz 4
	September 23: the Fourth Crusade	1. Riley-Smith, 172-186 2. Villehardouin, in <i>Chronicles of the Crusades</i> , 37-70 3. Allen and Amt, 230-232	
Week 7	September 28: Later Crusades (5 th to 7 th)	1. Riley-Smith, 197-207, 216-223 2. Allen and Amt, 244-254 3. Joinville, in <i>Chronicles of the Crusades</i> , 173-174, 182-190	
	September 30: the Elimination of the Crusader States	1. Riley-Smith, 243, 254-265, 268-273 2. Allen and Amt, 341-347	1. Quiz 5
Week 8	October 5: Material Culture of the Crusades (with Guest presentation by Dr. Asa Eger)	1. Riley-Smith, 74-82 2. TBA	1. Midterm Due in Class
	October 7: From Event to Concept: Defining “Crusade” and “Crusader”	1. Riley-Smith, 1-12, 137-140, 209-213 2. Allen and Amt, 5-12, 17, 22-24, 182-188, 351-353	
Week 9	October 12: NO CLASS (Fall Break)		
	October 14: Motives for Crusading	1. Riley-Smith, 36-43 (also review 25-36) 2. Canvas: Jay Rubenstein, <i>Armies of Heaven: the First Crusade and the Quest for Apocalypse</i> (New York: Basic Books, 2011), pp. xi-xiv	1. Quiz 6

		<ul style="list-style-type: none"> 3. Allen and Amt, 58-63 4. Canvas: Crusade Charters 5. Canvas: <i>Chanson d'Antioche</i>, 101-112 	
Week 10	October 19: the Crusades and Islam	<ul style="list-style-type: none"> 1. Canvas: Helen J. Nicholson, "Muslim Reactions to the Crusades," in <i>Palgrave Advances in the Crusades</i>, ed. Helen Nicholson (New York: Palgrave Macmillan, 2005), 269-288, but only read 269-279 3. Canvas: Usama ibn Munqidh, excerpts, 141-154 (on Franks) 	
	October 21: Christian-Muslim Interaction in the Crusader States	<ul style="list-style-type: none"> 1. Riley-Smith, 101-112 2. Allen and Amt, 104-116, 303-313 3. Canvas: Phillips, Documents, document 10.ii (p. 179) 	1. Quiz 7
Week 11	October 26: the Military Orders	<ul style="list-style-type: none"> 1. Riley-Smith, 97-100 2. Canvas: "Foundation and Privileges," in M. Barber and K. Bate, eds., <i>The Templars: Selected Sources</i>, pp. 25-31 3. Allen and Amt, 128-135, 357-363 	
	October 28: Warfare in the Latin East	<ul style="list-style-type: none"> 1. Canvas: Robert the Monk on the Battle of Dorylaeum (1097), 107-113 2. Canvas: the <i>Itinerarium</i> on Richard I's fighting march and the Battle of Arsuf (1192), 246-261 3. Joinville, Life of St Louis, in <i>Chronicles of the Crusades</i>, pp. 191-207 4. OPTIONAL: Canvas: Carole Hillenbrand, "The Conduct of War," in her <i>The Crusades: Islamic Perspectives</i> (New York: Routledge, 2000), 511-533. 	1. Quiz 8
Week 12	November 2: Financing the Crusades in the Early Thirteenth Century	<ul style="list-style-type: none"> 1. Villehardouin, in <i>Chronicles of the Crusades</i>, p. 5-21 2. Joinville, in <i>Chronicles of the Crusades</i>, pp. 176-181 3. Allen and Amt, 194-198 	1. Second Secondary Source Analysis
	November 4: The Crusading Message:	<ul style="list-style-type: none"> 1. Canvas: Vernacular Crusader songs 2. Allen and Amt, 180-182 	

	Preaching and Singing the Crusades		
Week 13	November 9: Crusaders, Knights, and Horsemen: Chivalry, Honor, and Proper Behavior	1. Canvas: Robert the Monk, 129-135 (battle outside Antioch) 2. Joinville, in <i>Chronicles of the Crusades</i> , p. 175, 208-235 3. Canvas: Usama ibn Munqidh, excerpts, pp. 45-47, 49-52, 62-70, 74-83	1. Quiz 9
	November 11: Mongols, Religion and Trade	1. Riley-Smith, 234-239, 265-268 2. Allen and Amt, 337-340, 366-369	
Week 14	November 16: Applying the Concept of Crusade: Albigensian Crusade, Reconquista, the Northern Crusade, and England(?)	1. Riley-Smith, 186-197, 223-234 2. Allen and Amt, 288-291, 296-301, 321-325 3. Canvas: Peter of les Vaux-de-Cernay, <i>History of the Albigensian Crusade</i> , 5-15, 47-55	1. Quiz 10
	November 18: Impacts of the Crusades on West and East	1. Riley-Smith, 277-284 2. Allen and Amt, 351-353, 357-364	
Week 15	November 23: Historiographical Issue: A Clash of Civilizations?	1. Canvas: Paul Chevedden, "The Islamic View and the Christian View of the Crusades: a new Synthesis," <i>History</i> 93 (2008), 181-2000, but read pp. 181-189 only.	
	November 25: NO CLASS (Thanksgiving)	n.a.	
Week 16	November 30: Modern Appropriation of Crusading Imagery and Symbolism	1. Riley-Smith, 333-343 2. Allen and Amt, 404-425	1. Quiz 11
	December 2: No CLASS (Reading Day)	n.a.	
Week 17	December 9 (Thursday): FINAL EXAM DUE, 11 AM		1. Final Exam due

COVID-19 INFORMATION

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.