HISTORY 740: INTERPRETING THE CRUSADES

Course Information:
History 740: 01, Spring 2008 (CRN: 12117)
Time: Thursdays, 6:30-9:20 PM
Room: MHRA 3204

Instructor Information:
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Course Description:
This course examines the crusades as a historical phenomenon in the twelfth and early thirteenth centuries. We will spend our time reading major primary sources as well as selected works of modern scholarship devoted to the crusades. Among the possible medieval authors to be discussed are Fulcher of Chartres, William of Tyre, Ibn al-Athir, Beha al-Din, the Itinerarium Peregrinorum et Gesta regis Ricardi, Gunther of Pairis, the Song of Roland, and the Walter of Chatillon. We will also read other primary sources produced during the period of the crusades. Our goal will be to explain the social and economic conditions that gave rise to the crusades, the motives and ideologies of the crusaders, and the structure of the society that they attempted to construct in the East; we will also 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. No research paper will be required for the class.

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 1210
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

Teaching Strategies
The course is a reading seminar. The goal is to read and discuss a large amount of material on a common subject. There will be no lecture, only discussion. I expect all members to participate in discussion. Discussion will be oriented around some themes, which I will sketch on the first day. I will also post on Blackboard questions to consider for each week’s reading.

Required Texts
3. The Chronicle of the Third Crusade. The Itinerarium peregrinorum et Gesta regis Ricardi,

Recommended Books:
Explanation: Phillips is an accessible survey of the period which covers only the area we will discuss (i.e., no later crusades). I will not assign reading from it. If you are concerned about background, you can pick up a copy of Phillips and use it for contextualizing some of the readings we will be discussing.
Explanation: Madden has collected classic and important articles by major historians (written during the last thirty years). All of these articles are available elsewhere, usually in journals. If you are looking to save money, you could track down the original location of the articles published in Madden. If you like the ease of having all the articles in one handy location, then pick up a copy of Madden (not Madden 2008, mind you! Go Patriots!)
Other readings will be available on-line (mostly original sources from the period) and in the reserve room of Jackson Library.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage of grade</th>
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<tbody>
<tr>
<td>Discussion</td>
<td>20%</td>
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<tr>
<td>First Essay (first crusade)</td>
<td>20%</td>
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<tr>
<td>Second Essay (kingdom of Jerusalem)</td>
<td>20%</td>
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<tr>
<td>Historian Review</td>
<td>10%</td>
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<tr>
<td>Historiographical Essay</td>
<td>30%</td>
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1. Discussion (20% of your grade)
This course is reading and discussion intensive. Failure to participate will hurt your grade. All students will also co-introduce the authors for each week’s reading at least once (and will subsequently write a short analysis of that author [or any other modern author] - see below at requirement 4). You should dig into the background of your author and offer not merely a cursus of education and publications but something about the author’s interests, methodological focus, and or preferred ‘type’ of history.

2. First Essay (20%). Due February 21, in class
Students will write a 5-6 page paper analyzing an aspect of the first crusade. Specific instructions will be distributed in class.

3. Second Essay (20%). Due March 27, in class
Students will write a 5-6 page paper on an aspect of society in the Levant between 1100 and 1187. Specific questions and/or instructions will be distributed in class.

4. Historian Review (10%). Due May 1
Each student will take part in presenting some biographical/bibliographical overviews of the authors we read each week (see above in discussion). By May 1, everyone will have had a chance to make their oral introductions, and everyone can then turn in a 2-3 page analytical essay which analyzes the significance of one modern historian of the crusades. Note: although it very likely will be the same historian as the one you discuss orally, it does not have to be. You are also welcome to turn this essay in at any point in the semester prior to May 1.

5. Final Historiographical Essay: (30% of your overall grade)
You will write an 8-10 page essay on some specific aspect of the Crusader period. This essay will require you to read 5-10 articles or chapters (or sections of books) on a common topic, theme or method, and analyze the current state of the research (or its trajectory)

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/.

**Attendance Policy**
I have no formal attendance policy, but since much of the course grade depends on oral communication, it is absolutely essential that students attend every class. Should some dire emergency arise, it is the student’s responsibility to discuss the situation with me.

**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 (i.e., A to A-) per day it is late unless previous arrangements have been made with the instructor.
4. **Plagiarism** is a serious academic crime 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. It is perhaps not necessary to note that students are expected to be familiar with and abide by the contents of the UNCG Academic Integrity Policy: http://academicintegrity.uncg.edu/complete/.

**SCHEDULE OF CLASSES AND READINGS:**

January 17: Course introduction. *Meet at 7:00, not 6:30* (for this day only)
- Syllabus, mechanics, etc.
- William Reddy lecture at 7:30

January 24: The First Crusade: Latin Perspectives
- Primary Sources: Edward Peters, *The First Crusade*, pp. 25-37 (Clermont), 47-101
  (Fulcher of Chartres, book I), 213-228 (Holy Lance and Defeat of Kerbogha), 238-263 (Capture of Jerusalem)
- Secondary sources:
  - [Handout] Norman Housley, “Defining the Crusade,” in *Contesting the Crusades* (Blackwell, 2006), 1-23

Additional Bibliography (FYI):

January 31: Who were the First Crusaders?
- Secondary Sources:
  - Riley-Smith, *The First Crusaders, 1095-1131*, 1-190
Skim very briefly: Riley-Smith articles in Madden, ed., pp. 31-50 and 155-172. These were written before his book. You should just know the argument.


For Further Reading:

There is a ton out there, by Riley-Smith, Bull, and others.


February 7: First Crusade: Muslim Perspectives

Primary Sources:


Secondary sources:


For Further Reading:


February 14: Latin views of Muslims

Primary Sources:

*The Song of Roland*, entire.

Secondary Sources:


For More Reading:
Cole, Penny, “‘O God, the Heathen have come into your Inheritance’ (Ps. 78.1). The Theme of Religious Pollution in Crusade Documents, 1095-1188,” in M. Shatzmiller, ed., *Crusaders and Muslims in Twelfth-Century Syria* (Brill, 1993), 84-111

February 21: Kingdom of Jerusalem: Politics and Society, c.1100-1132
FIRST ESSAY DUE IN CLASS
Primary Sources:
With Latin edition. Translation (hopefully) to be provided by Barton.
Secondary Sources:
For Further Reading:

February 28: Kingdom of Jerusalem: Politics and Society, 1132-1163
Primary Sources:
Jackson Library Reserve Room: William of Tyre, vol. 2, pp. 47-93, 136-234
Secondary Sources:
For Further Reading:


March 6: Kingdom of Jerusalem: Muslim, Christian and Jewish relations

Secondary Sources:


Benjamin Kedar, “The Subjected Muslims of the Frankish Levant,” in Madden, ed., 233-264

Reserve Room [for His 312] Hillenbrand, *The Crusades: Islamic Perspectives*, 357-420


March 13: Spring Break

March 20: Kingdom of Jerusalem: Politics and Society

Primary Sources:

Reserve Room: William of Tyre, vol. 2, 344-504

Secondary Sources:


For Further Reading:


Cole, Penny J., “Christian perceptions of the battle of Hattin (583/1187),” *Al-Masaq: Studia*
March 27: Third Crusade: Latin Sources
Primary Sources:
The Chronicle of the Third Crusade, trans. Helen Nicholson (Ashgate, 1997), 1-17, 21-334
Secondary Sources:
For Further Reading:

April 3: NO CLASS: Instructor at Medieval Academy Conference

April 10: Third Crusade: Muslim Sources
Primary Sources:
Baha al-Din, The Rare and Excellent History of Saladin, trans. D.S. Richards (Ashgate, 2002), 1-248
Secondary Sources:
For More Reading:
Richards, D.S., “The early history of Saladin,” Islamic Quarterly 17:3-4, (1973), 140-159
Irwin, Robert G., “Saladin and the Third Crusade: a case study in historiography and the historical novel,” [Examines the changing relationship between the historical novel and the advance of serious academic research, with reference to the works of Sir Walter Scott, in particular The Talisman (1825), and later novelists] in Companion to Historiography, ed. Michael Bentley (London, Routledge, 1997), 139-152.

April 17: Fourth Crusade: Sources and Interpretations
Primary Sources:
Secondary Sources
Angold, Michael, “The road to 1204: the Byzantine background to the Fourth Crusade,” Journal of Medieval History 25:3 (1999), 257-278
Gilchrist, John, “The Lord's War as the proving ground of faith : Pope Innocent III and the propagation of violence (1198-1216),” in Maya Shatzmiller, ed., Crusaders and Muslims
November 24: Aleppo - 1

Primary Sources:

Secondary Sources:

For Further Reading:

April 24: the Military Orders

Primary sources:
- Malcom Barber and Keith Bate, eds., The Templars (Manchester, 2002), 24-59, 67-73, 117-124, 215-227

Secondary Sources:

For Further Reading:
- Forey, A.J., “Desertions and transfers from military orders (twelfth to early-fourteenth centuries),” Traditio 60 (2005), 143-200


May 1: Impact of Crusading in the MA and Present

Primary source:

Secondary Sources:


For More Reading:

May 7 (Wed): Reading Day

May 8-11: Kalamazoo (instructor and some students away)