

# HISTORY 312: THE CRUSADES

## **Course Information:**

History 312, Spring 2009 (CRN: 10091)

Time: TR 11:00-12:15

Room: Petty 227

No prerequisites

## **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. Christopher Tyerman, *God's War: a New History of the Crusades* (Cambridge, MA, 2006). ISBN: 978-0674030701

### Course Requirements:

<u>Requirement</u>	<u>Percentage of grade</u>
Discussion	20%
Quizzes	20%
Research project	35% (total)
This 30% is divided up as follows:	
Bibliography:	5%
Source Critique	15%
Literature review	15%
Final Essay	25%

### Explanation of Course Requirements:

#### 1. Discussion [Goals 1,2,3, and 6] (20% of your grade)

This course emphasizes the reading and discussion 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 significant comments 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 Tyerman, our quasi-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. In terms of grading discussion, I have found that if you rarely or

never open your mouth in class, your discussion grade will probably be in the low C range. To get in the A range, you should be making regular comments and/or asking questions each day. The notes you take on the readings is a good jumping-off point for discussion.

## 2. Quizzes [Goals 1,2,3,4, and 6] (20%)

Each Thursday (save for 22 January and 2 April) there will be a short (10 minute) quiz on the readings assigned for that week (including the material assigned for the day of the quiz). Of the 12 quizzes, I will count the ten 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 30% of your grade, broken into several sub-assignments).

Each student will develop a research topic and question concerning some aspect of the crusading period. The project will involve a series of short assignments to be completed over the course of the semester; students will have the option of writing up the fruits of their research in the form of an 8-10 page paper that will substitute for the final examination (see Final Essay below).

### a. Research Topic and Question. [Goals: 2,3,5, and6] Due: February 19

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. Topics can come in many forms; you may want to explore several topics before settling on the right question. Topics can include events, persons, concepts, cultural patterns, collective beliefs, and so forth. Remember that you must also develop a research question to accompany that topic. Thus, if you chose "the Second Crusade" as your topic (a very BIG topic, mind you), you would need to come up with some analytical question to ask about it. A somewhat traditional question would be "Why did the Second Crusade fail?" Loads more questions exist, however. Without a research question, you will find yourself writing a narrative that has no point or argument. You must attach a very preliminary bibliography of at least 5 items (including at least one primary source, one book-length secondary source, and one article secondary source) pertinent to your topic.

### b. Source Critique [Goals 2, 4, 5] (10%)

Due: February 26

At its very core, the historical method involves reading and analyzing primary sources. For this essay you will write a 3-4 page analysis of one or more of the primary sources you have identified for your topic. Your analysis should focus on questions of utility and reliability: that is, how reliable a source is it? How useful is it, both in general and for your specific project? Your essay should have a clear argument, even if it is as simple as "[Source X] is the essential source for understanding [Topic Y] for the following reasons ....".

### c. Annotated Bibliography [Goals 2, 3] (5%)

Due: March 24

Once you have identified a couple of topics, the next step is to collect bibliography on those topics. Don't be lazy! Good bibliographies can only partly be constructed from home, or from full-text sites like j-stor. You will miss out on a lot if you don't go to the library and look in the stacks. You must turn in a fairly complete bibliography, divided into two sections: primary sources and secondary sources. I would expect a minimum 5 primary sources and about 10 secondary sources (although precise numbers will vary). For each source, you must provide a two-sentence description of why it will be useful for your project. Note that you needn't have read all the sources before constructing your bibliography, although if you haven't looked at any sources at all (but have merely copied them from online search engines) you will probably not be able to annotate them well! Make good use of the following invaluable databases devoted specifically to medieval studies: International Medieval Bibliography Online, and Iter: Gateway to the Middle Ages and Renaissance (both accessible through the Databases page of the library's homepage). Worldcat (available in the same place) is another important resource for finding books (but not articles). N.B.: the library's license for the IMB only allows a few users at a time, so if you procrastinate and wait until the last minute to use it, you may find yourself unable to log on.

### d. Literature Review [Goals 3,4, 5] (15%)

Due: April 7

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) and analyze its significance (or their significance) for your 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. Final Essay [Goals 1, 2, 3, 4, 5, 6] (25%).

Due: Thursday, 7 May, at noon

For the final essay, students will choose to write either one of the following:

a. Research Paper: an 8-10 page analysis of the research topic/question that each student has developed during the semester. Or ....

b. Final Take-Home Examination: 8-10 pages worth of short answers and at least one longer (4-5 page) essay addressing the themes and content of the course. 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 3 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.

## 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.

Reserve Desk: item (usually a book) is available at the Circulation Desk in the library. You will need to go to the library and request the item. You will have two hours to use the item (or photocopy the relevant pages).

Online: you will need to type the URL into a browser to access this webpage.

1. (January 20) Course Introduction, Christianity and Islam 500-1000

2. (January 22) The Eastern Mediterranean in 1095:

Primary Sources:

Amt and Allen, 10-18

Secondary Sources:

Tyerman, preface (xiii-xvi), and introduction (1-24)

3. (January 27) Origins of Christian Holy War

Primary sources:

Allen and Amt, 7-10, 25-35

Secondary Sources:

Tyerman, 27-57

4. (January 29) the Summons to Crusade Council of Clermont and the People's Crusade

Primary Sources:

Allen and Amt, 39-61

E-Reserves: Jonathan Phillips, *The Crusades 1095-1197*, p. 165, document 2

Secondary Sources:

Tyerman, 58-89

For More Reading (i.e., optional):

Reserve Desk: H.E.J. Cowdrey, "Pope Urban II's Preaching of the First Crusade," in Madden, ed., *The Crusades: the Essential Readings* (Blackwell, 2002), 15-30.

5. (February 3) March to Constantinople

Primary Sources:

Allen and Amt, 61-63

Blackboard: Phillips, Charters of First Crusaders, document 3 (165-167)

Secondary Sources:

Tyerman, 92-122

Reserve Desk: Jonathan Riley-Smith, "Early Crusaders to the East and the Costs of Crusading, 1095-1130," in Madden, ed., 155-171

Optional reading:

Reserve Desk: Marcus Bull, "The Roots of Lay Enthusiasm for the First Crusade,"

in Madden, ed., 172-193.

Reserve Desk: Jonathan Riley-Smith, "Crusading as an Act of Love," in Madden, ed. 31-50.

6. (February 5) Road to the Holy Sepulcher

Primary Sources

Allen and Amt, 63-80

Gabrieli, 1-12

Secondary Sources

Tyerman, 124-164

7. (February 10) Consolidation of the Latin Kingdom

Primary Sources

Allen and Amt, 83-93

Gabrieli, 13-17, 36-40 (field of Blood)

E-Reserves: Jonathan Phillips, *The Crusades 1095-1197*, pp. 186-187 (document 16) and 189-190 (document 18)

Secondary Sources:

Tyerman, chapter 5 (167-182)

Journal Finder: Thomas Asbridge, "The Significance and Causes of the Battle of the Field of Blood," *Journal of Medieval History* 23 (1997): 301-316.

8. (February 12) The Latin States

Primary Sources

Allen and Amt, 93-99 (laws and taxes)

E-Reserves: Jonathan Phillips, *The Crusades 1095-1197*, pp. 175-179 (doc. 9) and 188-189 (doc. 17)

Secondary Sources

Tyerman, chapter 6 (185-211)

9. (February 17) How the Crusaders saw the Muslims

Primary Sources

*Song of Roland*, excerpts (Amt, selection 8, plus ...)

Secondary Sources

Journal Finder: Barber, Malcolm. "How the West Saw Medieval Islam." *History Today* 47:5 (May 1997): 44-50.

Blackboard: Bennett, Matthew, "First Crusaders' Images of Muslims: the Influence of Vernacular Poetry?" *Forum For Modern Language* 22:2 (1986): 101-122.

E-Reserves: Tolan, John Victor. "Muslims as Pagan Idolaters in Chronicles of the First Crusade." In *Western Views of Islam*, ed. Michael Frassetto and David Blanks (New York: St. Martin's Press, 1999), 97-117.

10. (February 19) East is East and East is West

**DUE: Research Topics and Questions, with preliminary bibliography**

Primary sources

Allen and Amt, 108-124

E-Reserves: Jonathan Phillips, *The Crusades 1095-1197*, p. 178 (document 10, section i.a.)

Gabrieli, 73-84

Secondary Sources

Tyerman, chapter 7 (212-240)

Blackboard: Riley-Smith, Jonathan, "The Survival in Latin Palestine of Muslim Administration," in *The Eastern Mediterranean Lands in the Period of the Crusades*, ed. P.M. Holt (Warminster, England, 1977), 9-23.

11. (February 24) A New Path to Salvation? Western Christendom and Holy War

Primary Sources

E-Reserves: M. Barber and K. Bate, eds., *The Templars: Selected Sources*, pp. 25-31 and 78-82

Allen and Amt, 197-204 (St Bernard, and rule of Templars), 378-384 (end of Templars)

Secondary Sources:

Tyerman, chapter 8 (243-267)

12. (February 26): Causes and Summoning of the Second Crusade

**Due: Source Critique**

Primary Sources

E-Reserves: Jonathan Phillips, *The Crusades 1095-1197*, pp. 180-182 (doc. 11) and 182-183 (doc. 12)

Allen and Amt, 134-138 (Bernard's letter)

Gabrieli, 49-55

Secondary Sources:

Tyerman, chapter 9 (268-303)

13. (March 3) The Second Crusade

Primary Sources

Gabrieli, 56-63

Allen and Amt, 139-147

Secondary Sources

Tyerman, chapter 10 (pp. 304-338)

E-Reserves: Martin Hoch, "The Price of Failure: the Second Crusade as a Turning-Point in the History of the Latin East?," in Jonathan Phillips and Martin Hoch, eds., *The Second Crusade: Scope and Consequences* (Manchester, 2001), 180-200.

14. (March 5) Muslim Revival: Nur-ed-Din and Saladin (Salah-al-Din)

Primary Sources

Gabrieli, 64-72, 87-113

Secondary Sources

Tyerman, 341-354

[spring break March 7-15]

15. (March 17) Decline of the Kingdom of Jerusalem, 1174-1187

Primary Sources

Secondary Sources

Tyerman, 354-366

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.

16. (March 19) Hattin and the Calling of the Third Crusade

Primary Sources

Gabrieli, 114-125 (Hattin), 129-139 (Hattin, alternate account), 139-146

(conquest

of Jerusalem)

Allen and Amt, 162-166 (letter to Saladin and from Pope on fall of Jerusalem)

Allen and Amt, 167-169 (ordinances for 3<sup>rd</sup> crusade)

Secondary Sources

Tyerman, 366-374 and 375-399

17. (March 24) Third Crusade, part I

**Due: Annotated Bibliography**

Primary Sources

Gabrieli, 182-224 (on siege of Acre)

Allen and Amt, 170-173 (Itinerarium on Acre)

Secondary Sources

Tyerman, chapter 13 (402-446)

18. (March 26) Third Crusade, part II

Primary Sources

Allen and Amt, 173-177 (RI around Jerusalem)

Secondary Sources

Tyerman, chapter 14 (448-474)

Journal Finder: Michael Markowski, "Richard Lionheart: Bad King, Bad Crusader?" *Journal of Medieval History* 23 (1997): 351-65.

19. (March 31): Fourth Crusade: preparations

Primary Sources

Allen and Amt, 221-228

Secondary Sources

Tyerman, 495-500, 501-502, 509-516,

April 2: NO CLASS: INSTRUCTOR AWAY

20. (April 7): Fourth Crusade

**Due: Literature Review**

Primary Sources

- Allen and Amt, 228-240  
Secondary Sources:  
Tyerman, chapter 17 (524-560)
21. (April 9): Fifth Crusade, 1213-1221  
Primary Sources  
Allen and Amt, 249-261  
Gabrieli, 256-266  
Secondary Sources  
Tyerman, chapter 19 (606-649)
22. (April 14): Frankish Outremer in the Thirteenth Century  
Primary Sources  
Secondary Sources  
Tyerman, chapter 22 (715-735)  
E-Reserves: 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
23. (April 16): Defense of the Holy Land, 1221-1244  
Primary Sources  
Allen and Amt, 285-295  
Gabrieli, 267-283  
Secondary Sources:  
Tyerman, chapter 23 (736-769)
24. (April 21): The Crusade of Louis IX  
Primary Sources  
Allen and Amt, 343-347  
Gabrieli, 284-300  
Secondary Sources  
Tyerman, 770-802
25. (April 23): The Fall of Outremer  
Primary Sources  
Allen and Amt, 359-362  
Gabrieli, 344-350  
Secondary Sources  
Tyerman, 802-822
26. (April 28): The Impact of the Crusades  
Primary Sources  
Blackboard: World Islamic Front statement, Feb. 1998: Jihad against Crusaders  
Online: Pope John Paul II, "Day of Pardon" (homily), 12 March 2000: online at,  
[http://www.vatican.va/holy\\_father/john\\_paul\\_ii/homilies/2000/documents/](http://www.vatican.va/holy_father/john_paul_ii/homilies/2000/documents/)

hf\_jp-ii\_hom\_20000312\_pardon\_en.html

Journal Finder: Peter Steinfelds, "Reflecting on a Papal Apology With Few Precedents In View of an Abiding Tension," *New York Times*, March 18, 2000 (Section B, p. 6, col. 5).

Secondary Sources

E-Reserves: Norman Housley, *Contesting the Crusades* (2006), pp.144-166

Online: Riley-Smith, Jonathan, "Reconsidering the Crusades," *First Things* 101 (2000): 20-23. Online at:

<http://www.firstthings.com/ftissues/ft0003/opinion/riley-smith.html>

For more reading (optional):

Sibbery, Elizabeth. "Images of the Crusades in the Nineteenth and Twentieth Centuries," in *The Oxford Illustrated History of the Crusades*, ed. Jonathan Riley-Smith (New York, 1995), 365-85.

27. (April 30): TBA

Tuesday May 5 is the last day of classes (but operates as a Friday)

Thursday, May 7 - Final Essays due by noon in my office