

HISTORY 312: THE CRUSADES



Course Information:

History 312, Spring 2016 (CRN: 16072) Time: TR 11:00-12:15. Room: Bryan 202

Professor's Information:

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Office Hours: MW 10-11, Th. 9-10, 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. interpret and analyze primary sources from the period under study
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. compare ideas, events, and individuals over time to look for change and continuity

Teaching Strategies

The course will combine lecture, discussion, and group work. 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). 9781442608948
2. Jonathan Riley-Smith, *The Crusades: a History*, 3rd edition (Bloomsbury Academic, 2014). ISBN: 9781472513519
3. *Robert the Monk's History of the First Crusade*, tr. Carol Sweetenham (Ashgate, 2005). I SBN: 9780754658627
4. Joinville and Villehardouin, *Chronicles of the Crusades*, tr. Caroline Smith (Penguin Classics, 2008). ISBN: 9780140449983

Course Requirements:

Requirement	Percentage of grade
Attendance	(Penalty for absences)
Participation	5%
Quizzes	15%
Crusades Project	30% (total)
This 40% is divided up as follows:	
Primary Source Bibliography:	10%
Secondary Source Bibliography:	5%
Paper (4-8 pp):	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, I will deduct 1 point from your final cumulative course grade.

2. Participation (5%) [Goals 2, 3, 5]

As this is large class, it will be difficult to have true discussions. Still, I will divide the class into permanent groups; most days we will divide into groups to discuss a reading or a question that I pose to the class. While I won't be able to call on every group each day, groups will have at least two opportunities during the semester to orally relate their opinions on the reading/question to the class. Groups will be formally evaluated on the basis of those two 'official' moments, although individuals can boost their participation grade by regular contributions at other moments during the class.

3. Quizzes [Goals 1, 2, 3, 5] (15%)

Every week students will take a quiz on the readings and lectures for the past two weeks. Quizzes will normally be administered on canvas and will be objective (multiple choice, true/false, drop-down). The point is unabashedly to encourage students to read; if you have read, you should do well on the quizzes. One of the quizzes prior to the midterm will be a map quiz, which will be taken in class.

4. Midterm Exam [goals 1, 2, 3, 4, 5, 6] (25%)

The midterm has two parts. The first part is an in-class part, in which students will respond to a series of short answer questions, identifications, and quotations. The second part is take-home, and requires students to write a 3-4 page essay. The take-home portion must employ citations following the format used by historians (Chicago Manual of Style).

5. Crusades Project (a total of 30% of your grade, broken into several sub-assignments).

Each student will select a person, building or event from a list supplied by me; that person, building or event will provide the core of your project for the rest of the semester. It is possible to select a person, building or event not on the list so long as you seek my approval in advance.

a. Primary Source Bibliography [Goals: 2, 4] (10%)

The first sub-assignment requires students to locate as many primary sources as possible that pertain to the subject of their projects. Successfully completing this assignment means spending time in the library, looking at print books to determine what primary sources exist concerning that person/building/event. Students will turn in a bibliography (in Chicago Style) as well as a 200-word explanation of what they have found.

b. Secondary Source Bibliography (5%) [Goals: 3, 4]

Students must next produce a bibliography of secondary sources pertinent to the subject of their project. Some of these sources may be 'general' (i.e., general accounts of the crusading period), but some others should be more specific and should thus demonstrate that students have performed careful bibliographic research. In addition to the bibliography, students will turn in a 200-word

explanation of what they found.

c. Project Paper (15%) [Goals: 1, 2, 3, 4, 5]

At the end of the semester students will compose a 4-8 page (1200-2400 word) essay that evaluates the significance of the subject of their project to the crusading period. Some use of the primary and or secondary sources discovered in the first two steps of the project is expected; citations using the Chicago Style are also necessary.

6. Final Exam [Goals 1, 2, 3, 4, 5] (25%)

Like the midterm, the Final will have both in-class and take-home components. The in-class component will comprise a series of short answers, identifications, and quotations. The take-home portion will comprise a short essay, which will require citations in the Chicago Style.

Grading Scale

A+	97	C+	77	F	59 or lower
A	93	C	73		
A-	90	C-	70		
B+	87	D+	67		
B	83	D	63		
B-	80	D-	60		

Attendance Policy

See above. 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 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.
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

Week 1:

1. (January 12) Course Introduction: Europe and Middle East, 900-1095
2. (January 14): the State of the Middle East in 1096-1097
Riley-Smith, 1-20, 47-48
Allen and Amt, 8-17, 28-32

Week 2

3. (January 19): the Idea of Crusading and the Council of Clermont
Riley-Smith, 21-36
Allen and Amt, 5-8, 17-18, 22-27, 34-42
4. (January 21): The Response to Clermont: the First Wave and Anti-Judaism
Riley-Smith, 36-50
Allen and Amt, 42-55

QUIZ 1

Week 3

5. (January 26): the Second Wave and the March to Antioch
Riley-Smith, 50-58
Allen and Amt, 58-61
Robert the Monk, 75-120
6. (January 28): the Siege of Antioch
Riley-Smith, 58-63
Robert the Monk, 120-179

QUIZ 2 (Map Quiz)

Week 4

7. (February 2): the Capture of Jerusalem and the Third Wave
Riley-Smith, 63-70
Allen and Amt, 72-79
Robert the Monk, 180-214

8. (February 4): The Motives of the Crusaders
Canvas: Phillips, Document 3 (p. 165-167)
Canvas: excerpt from the chanson d'Antioche on the call to crusade
Canvas: crusade charters

QUIZ 3

Week 5

9. (February 9): Cities, Castles, Churches and Warfare: Completing the Conquest
Riley-Smith, 71-87, 93-94
Allen and Amt, 82-97
Canvas: Phillips, Document 16 (pp. 186-187)

10. (February 11): Christians and Muslims in the Holy Land
Riley-Smith, 87-92, 101-112
Allen and Amt, 22-24 (*Song of Roland*), 104-111 (ibn Jubayr and Usamah)
Canvas: Phillips, Documents 6 (170-171), 10.ii (p. 179)

QUIZ 4

Week 6

11. (February 16): A New Knighthood: the Templars and the Hospitallers
Riley-Smith, 93-101
Canvas: "Templars: Foundation," in M. Barber and K. Bate, eds., *The Templars: Selected Sources*, pp. 25-31
Canvas: "Jacob's Ford", in Barber and Bate, eds., p. 78-82
Allen and Amt, 128-135 (rule of Templars), 357-363 (demise of Templars)
Due: Crusades Project: Primary Source Bibliography

12. (February 18): The Second Crusade
Riley-Smith, 137-161
Allen and Amt, 118-128 (on Muslim conquests, Bernard's letter), 135-144 (on 2nd crusade)
Canvas: Gabrieli, 56-63

Quiz 5

Week 7

13. (February 23): Muslim Revival: Nur-ed-Din and Salah-din
Riley-Smith, bottom of 126 to 133
Canvas: Gabrieli, 64-72, 87-113

14. (February 25): Politics and Dissension among the Settlers
Riley-Smith, 112-126
Allen and Amt, 82-97
Canvas: Phillips, Document 9 (p. 175-179), and Documents 17-18 (pp. 188-190)

Quiz 6

Week 8

15. (March 1): Saladin, King Guy and Hattin
Riley-Smith, 133-135
Canvas: Gabrieli, 114-125 (Hattin), 139-146 (conquest of Jerusalem)
Allen and Amt, 150-155 (account of Hattin), 155-162 (fall of Jerusalem)
16. (March 3): **Mid-Term Examination**

Week 9 (March 8-10) No Class: Spring Break

Week 10

17. (March 15): The Third Crusade
Riley-Smith, 163-172
Allen and Amt, 162-177 (3rd crusade)
18. (March 17): The Social, Financial and Emotional Costs of Crusading
See crusader song website; and/or Allen and Amt 209-213
Canvas: Crusade Charters
Allen and Amt, 188-191, 194-197, 199-208
- Quiz 7**
Due: Crusades Project: Secondary Source Bibliography

Week 11

19. (March 22): Preaching and Financing the Crusades
Read Riley-Smith, 172-175, 197-201, 209-213, 216-220
Allen and Amt, 180-188
20. (March 24): the Fourth Crusade
Riley-Smith, 175-186
Villehardouin, 5-51
- Quiz 8**

Week 12

21. (March 29): The Fourth Crusade and the Latin Empire
Riley-Smith, 245-251
Villehardouin, 52-101
Allen and Amt, 228-234
22. (March 31): The Fifth Crusade and Frederick II
Riley-Smith, 202-207
Allen and Amt, 249-254, 275-285
Canvas: Gabrieli, 255-266, 267-273
- QUIZ 9**

Week 13

23. (April 5): The Crusades of St Louis

Riley-Smith, 209-223

Joinville, 141-190

24. (April 7): Crusades of St Louis

Joinville, 191-246, 329-336

QUIZ 10

Week 14

25. (April 12): Frankish Outremer, 1192-1291: Wealth, Power and Culture

Riley-Smith, 243-245, 251-268

Canvas: 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

Due: Crusades Project: Paper

26. (April 14): The Muslim Reconquest, 1260-1291

Riley-Smith, 268-273

Allen and Amt, 337-347

Canvas: Gabrieli, 307-312, 341-350

QUIZ 11

Week 15

27. (April 19): Interpreting the Crusades

Riley-Smith, 333-343

Allen and Amt, 387-404

28. (April 21): Interpreting the Crusades

Allen and Amt, 404-425

Tuesday April 26: NO Class (Friday schedule)

Wednesday April 27: Reading Day

Thursday, April 28, at noon: **FINAL EXAM** (In-class and take-home)