

## HISTORY 312: THE CRUSADES

**Course Information:**

History 312, Spring 2017 (CRN: 14684) Time: TR 9:30-10:45. Room: MHRA 2211

**Professor's Information:**

Dr. Richard Barton. Office: 2115 MHRA Bldg. Office phone: 334-3998. Mailbox: 2118A MHRA  
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**Office Hours:** Tuesdays 11-12; Thursdays 1-2 PM, 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
4. Assess the role of at least one major tool of historical analysis, including agency, diversity, causation, race, class, and gender
5. Summarize and present evidence-based conclusions in writing and in oral presentation

### **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*, 2<sup>nd</sup> edition (University of Toronto Press, 2014). 9781442608948
2. Jonathan Riley-Smith, *The Crusades: a History*, 3<sup>rd</sup> edition (Bloomsbury Academic, 2014). ISBN: 9781472513519
3. Other readings will be posted to Canvas

### **Course Requirements:**

<u>Requirement</u>	<u>Percentage of grade</u>
Attendance	(Penalty for absences)
Participation and Group Presentation	15%
Quizzes	15%
First Primary Source Analysis	10%
Second Primary Source Analysis	15%
First Secondary Source Analysis	10%
Second Secondary Source Analysis	15%
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, your final course grade will decline by a factor TBD.

**2. Participation and Group Presentation (15%) [Goals 1, 2, 4, 5]**

The class will be structured such that I will usually lecture for 15-30 minutes at the start of class. I'll then divide you into set groups of 3-4 students, and you'll talk about the readings according to some questions I'll post on the overhead. Then we'll talk about your responses to those questions. Once during the semester I'll ask each group to make a short presentation on the subject of the day.

**3. Quizzes [Goals 1, 2, 4] (15%)**

Every other week students will take a quiz on the readings and lectures for the past two weeks. 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 a map quiz.

**4. Primary Source Analyses (25%; the first is worth 10%, the second 15%) [Goals 1, 2, 3, 4]**

Twice during the semester you will write a short, 2-3 page analysis of an episode that you have selected from one of the primary sources that I've put on reserve in Jackson Library. Part of the assignment is the library part: you'll need to look at the possible primary sources, choose one, and then scan/read some of it in order to locate an episode that is both interesting to you and analyzable. Once you've analyzed the episode, you will also do some extra bibliographic work and provide a list of 2-3 OTHER primary sources that you think would be good complements to the episode that you've analyzed.

**5. Secondary Source Analyses (25%; the first is worth 10%, the second 15%) [Goals 1, 2, 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.

**6. Final Exam [Goals 1, 2, 4, 5] (20%)**

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. There may or may not also be an objective section.

## Grading Scale

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

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## 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.
  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.
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## Sequence of Classes and Reading Assignments

### Week 1:

1. (January 17): Course Introduction: studying medieval history and the crusades
2. (January 19): A clash of civilizations? Islam and Medieval Europe, 600-1095  
 Riley-Smith, 1-12  
 Allen and Amt, 12-17  
 Canvas: Paul Chevedden, “The Islamic View and the Christian View of the Crusades: a new Synthesis,” *History* 93 (2008), 181-2000, but read pp. 181-189 only.

### Week 2

3. (January 24): Ideologies of War: Jihad and Just War  
 Riley-Smith, 13-20  
 Allen and Amt, 5-12, 17
4. (January 26): the Council of Clermont: Why was it called? How can we interpret it?  
 Riley-Smith, 21-36  
 Allen and Amt, 28-32, 33-42

### QUIZ 1

### Week 3

5. (January 31): the First Crusade and the Jews  
 Riley-Smith, 36-45  
 Allen and Amt, 42-51
6. (February 2): the First Crusade and the Greeks  
 Riley-Smith, 47-53  
 Allen and Amt, 51-57

### DUE: First Primary Source Analysis

### Week 4

7. (February 7): the Siege of Antioch  
 Riley-Smith, 53-63  
 Allen and Amt, 63-67  
 Canvas: Albert of Aachen on the siege of Antioch, p. 144-175
8. (February 9): Warfare in the Crusading Period  
 Canvas: Robert the Monk on the Battle of Dorylaeum (1097), 107-113  
 Canvas: the Itinerarium on Richard I's fighting march and the Battle of Arsuf (1192), 246-261  
 Canvas: Carole Hillenbrand, “The Conduct of War,” in her *The Crusades: Islamic Perspectives* (New York: Routledge, 2000), 511-533.

### QUIZ 2 (Map Quiz)

### **Week 5**

9. (February 14): The Capture of Jerusalem and the Establishment of the Crusader States  
 Riley-Smith, 63-70, 71-74, 82-87  
 Allen and Amt, 67-72  
 Canvas: Fulcher of Chartres, *A History of the Expedition to Jerusalem, 1095-1127*,  
     tr. F. R. Ryan, ed. H. Fink (New York: Norton, 1969), p. 116-125
10. (February 16): Who were the First Crusaders? What were their Motives?  
 Riley-Smith, REVIEW pp 36-43  
 Canvas: Jay Rubenstein, *Armies of Heaven: the First Crusade and the Quest for Apocalypse* (New York: Basic Books, 2011), pp. xi-xiv  
 Allen and Amt, 58-63  
 Canvas: Crusade Charters  
 Canvas: *Chanson d'Antioche*, 101-112

### **Week 6**

11. (February 21): Muslim Responses to the First Crusade  
 Canvas: Helen J. Nicholson, "Muslim Reactions to the Crusades," in *Palgrave Advances in the Crusades* (New York: Palgrave Macmillan, 2005), 269-288, but only read 269-279  
 Allen and Amt, 72-78
12. (February 23): A New Knighthood: the Templars and the Hospitallers  
 Riley-Smith, 93-100  
 Canvas: "Foundation and Privileges," in M. Barber and K. Bate, eds., *The Templars: Selected Sources*, pp. 25-31  
 Allen and Amt, 128-131 (New Knighthood), 132-135 (rule of Templars),  
     357-363 (demise of Templars)

### **QUIZ 3**

### **Week 7**

13. (February 28): Social and Political Structures of the Crusader States  
 Riley-Smith, 101-104, 112-116, 124-bottom of 126  
 Canvas: Jonathan Phillips, Documents from *The Crusades, 1095-1197*, documents 6 (170-171),  
     8 (173-175), 9 (175-177), 17 (188-189), and 18 (189-190)
14. (March 2): Christians and Muslims in the Holy Land  
 Riley-Smith, 87-92, 105-112  
 Allen and Amt, 104-107, 111-116  
 Canvas: Phillips, Documents, document 10.ii (p. 179)  
**Due: First Secondary Source Analysis**

### **Week 8**

15. (March 7): Warfare, Castles and Politics in the Crusader Kingdoms, 1130-1187  
 Riley-Smith, 116-135, 145-161  
 Allen and Amt, 124-128, 135-144

16. (March 9): A Muslim Noble Weighs In: Usamah Ibn-Munqidh  
 Canvas: Usama ibn Munqidh, *The Book of Contemplation*, tr. Paul Cobb (Penguin, 2005),  
 p. 122-155  
**QUIZ 4**

### **Week 9**

(March 14-16) **No Class: Spring Break**

### **Week 10**

17. (March 21): Nur ad-Din and Salah ad-Din  
 Riley-Smith, review p. 126 (bottom) to 133  
 Canvas: Francesco Gabrieli, *Arab Historians of the Crusades* (Italian edition, 1957; English translation, Berkeley: University of California Press, 1969), p. 64-72, 87-113

18. (March 23): Fatal Cracks in the Crusader Realms: a problem of personality, or of structure?  
 Riley-Smith, review 124-133  
 Canvas: William of Tyre on Dissension within the Kingdom  
**Due: Second Primary Source Analysis**

### **Week 11**

19. (March 28): Hattin and Saladin's Reconquests  
 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)

20. (March 30): the Third Crusade

Riley-Smith, 163-172  
 Allen and Amt, 169-177 (3<sup>rd</sup> crusade), 203-208

**QUIZ 5**

### **Week 12**

21. (April 4): Songs of the Crusaders: Love, Faith and War  
 Canvas: Vernacular Crusader songs

22. (April 6): Preaching the Crusade in the Later 12th Century

Read Riley-Smith, 172-175, 197-201, 209-213  
 Allen and Amt, 180-188

### **Week 13**

23. (April 11): the Fourth Crusade, Part I  
 Riley-Smith, 175-186  
 Villehardouin, 5-40

24. (April 13): the Fourth Crusade, Part II

Villehardouin, 41-81

Allen and Amt, 230-234

**QUIZ 6**

**Week 14**

25. (April 18): Material Culture in the Crusader World, 1140-1290

No Readings

26. (April 20): the Crusade of St Louis

Riley-Smith, 202-207, 216-223

Joinville, pp. 141-144, 172-177, 182-189, 199-231

**Due: Second Secondary Source Analysis**

**Week 15**

27. (April 25): the End of the Crusader States, 1265-1290

Riley-Smith, 265-273

Allen and Amt, 337-347

28. (April 27): Interpreting the Crusades

Allen and Amt, 404-425

Riley-Smith, 333-344

**QUIZ 7 (possibly)**

Tuesday May 2: NO Class (University follows Friday schedule)

Wednesday May 3: Reading Day

Tuesday, May 9, at noon: **FINAL EXAM** (take-home)