

HISTORY 312: THE CRUSADES



Course Information:

History 312, Spring 2019 (CRN: 10107) Time: TR 12:30-1:45. Room: SOEB 104

Professor's Information:

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Office Hours: Mondays 12-1, Tuesdays 2-3, Thursdays 2-3, 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 utility 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*, 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	10%
Quizzes	15%
First Primary Source Analysis	10%
Second Primary Source Analysis	15%
First Secondary Source Analysis	10%
Second Secondary Source Analysis	15%
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 (10%) [Goals 1, 2, 4, 5]

The class will be structured such that I will usually lecture for the first 45-50 minutes of class. We'll then either have a full group discussion or I'll divide you into groups of 3-4 students and you'll talk about the readings according to some questions I'll post on the overhead. I'll take note of who participates regularly and substantially in discussions.

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

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. 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

	Date/Topic	Readings	Assignments
Week 1	January 15: Course Introduction		
	January 17: 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	January 22: Dar al-Islam in 1095: Social, Political and Religious Institutions	1. Allen and Amt, 8-16 2. Canvas: excerpts from Usama ibn-Munqidh	
	January 24: 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	January 29: The Council of Clermont (1095) and the March to Constantinople	1. Riley-Smith, 21-36, 47-53 2. Allen and Amt, 33-57	
	January 31: The First Crusade, from Constantinople to Jerusalem	1. Riley-Smith, 53-70 2. Allen and Amt, 58-78	1. First Primary Source Analysis
Week 4	February 5: 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	
	February 7: the Second Crusade	1. Riley-Smith, 140-161 2. Allen and Amt, 118-125, 125-128, 135-144 3. Canvas: William of Tyre on Dissension within the Kingdom	1. Quiz 2 (map quiz)

Week 5	February 12: Muslim Unification and Advance	<ol style="list-style-type: none"> 1. Riley-Smith 124-135 2. Canvas: Francesco Gabrieli, <i>Arab 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) 	
	February 14: the Third Crusade	<ol style="list-style-type: none"> 1. Riley-Smith, 163-172 2. Allen and Amt, 169-177 (3rd crusade), 203-208 	
Week 6	February 19: the Fourth Crusade	<ol style="list-style-type: none"> 1. Riley-Smith, 172-186 2. Allen and Amt, 228-234 	1. Quiz 3
	February 21: Later Crusades (5 th to 7 th)	<ol style="list-style-type: none"> 1. Riley-Smith, 194-207, 213-223, 234-239 2. Allen and Amt, 244-254, 275-285 	1. First Secondary Source Analysis
Week 7	February 26: the Elimination of the Crusader States	<ol style="list-style-type: none"> 1. Riley-Smith, 243-273 2. Allen and Amt, 337-347 	
	February 28: Defining a Crusade	<ol style="list-style-type: none"> 1. Riley-Smith, 1-12, 137-140, 209-213 2. Allen and Amt, 5-12, 17, 22-24, 180-188, 351-353 3. Canvas: Tyerman article 	1. Quiz 4
Week 8	March 5: SPRING BREAK		
	March 7: SPRING BREAK		
Week 9	March 12: Motives for Crusading	<ol style="list-style-type: none"> 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 3. Allen and Amt, 58-63 4. Canvas: Crusade Charters 5. Canvas: <i>Chanson d'Antioche</i>, 101-112 	
	March 14: Motives for	1. Canvas: Vernacular Crusader songs	

	crusading, 2	2. Allen and Amt, 199-208	
Week 10	March 19: the Crusades and the Jews	1. Riley-Smith, 43-45 2. Allen and Amt, 42-51 3. Canvas: TBA	1. Quiz 5
	March 21: the Crusades and Islam	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 2. Margaret Jubb, "The Crusaders' Perceptions of their Opponents," in <i>Palgrave Advances in the Crusades</i> , ed. Helen Nicholson (New York: Palgrave Macmillan, 2005), 225-244.	1. Second Primary Source Analysis
Week 11	March 26: Religious Institutions and Pluralism in the Crusader States	1. Riley-Smith, 71-96 2. Allen and Amt, 97-104	
	March 28: Christian-Muslim Interaction in the Crusader States	1. Riley-Smith, 101-112 2. Allen and Amt, 104-116, 303-313 3. Canvas: Phillips, Documents, document 10.ii (p. 179)	
Week 12	April 2: Warfare in the Latin East	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. Canvas: Carole Hillenbrand, "The Conduct of War," in her <i>The Crusades: Islamic Perspectives</i> (New York: Routledge, 2000), 511-533.	
	April 4: the Military Orders	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	1. Quiz 6
Week 13	April 9: the Military Orders, part 2	1. Allen and Amt, 357-363	

	April 11: Chronicles: Villehardouin, part 1	1. <i>Chronicles of the Crusades</i> , p. 5-40	1. Second Secondary Source Analysis
Week 14	April 16: Chronicles, Villehardouin, part 2	1. <i>Chronicles of the Crusades</i> , p. 41-80	
	April 18: Chronicles: Joinville, part 1	1. <i>Chronicles of the Crusades</i> , p. 141-144, 173-207	1. Quiz 7
Week 15	April 23: Chronicles: Joinville, part 2	1. <i>Chronicles of the Crusades</i> , p. 208-245	
	April 25: 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.	
Week 16	April 30: Modern Appropriation of Crusading Imagery and Symbolism	Riley-Smith, 333-343 Allen and Amt, 404-425	
	May 1: NO CLASS (Reading Day)		
	May 3 (Friday): FINAL EXAM DUE		