History 317: The Crusades

Block 4, 2018-2019

Thomas Commons, Russell room

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# Overview

This course traces the crusading experience of western Europeans in the Middle Ages: the origins and development of the idea of crusade, the interactions between Muslims and Christians, and the consequences of the crusading phenomenon in Europe. More broadly, the class will consider the relationship between violence and religion, and the legacy of the Crusades.

Beginning in 1095, people from western Europe signed themselves with the cross and embarked on a holy war. However, the success of the First Crusade, widely acclaimed among Christians as miraculous, was followed by a series of less successful expeditions, the loss of Jerusalem, and new crusades directed against heretics and pagans. In this course, we’ll start with a detailed examination of the First Crusade, but will also how the concept of the crusade changed over time, and how the Crusades have been interpreted by subsequent generations.

As an upper-level history course, this course has substantial reading and writing assignments, including critical analysis and discussion of both primary and secondary sources.

# Course Meetings

Class will ordinarily meet on weekdays at 9 am, and will end between 11 and 11:30 am. Please bring the assigned readings with you to class so that you can refer to them during class. In general, I schedule class once a day so that you have time to devote to your reading, research, and writing, but afternoon classes may be called if necessary. There is an afternoon workshop on Monday, December 3.

This class will be run primarily as a discussion-based seminar. I will lecture as needed, but I prefer that we spend our class time discussing questions and problems raised by the course materials. You, therefore, need to come to class prepared with questions and observations about the reading, and to take responsibility for how our class time is spent.

Late in week 2 and early in week 3, you’ll engage in a simulation of the 1148 War Council of Acre; during those days, you’re in control of events.

Since this course meets fewer hours during the block than the typical course at Cornell, students should understand that the out-of-class work expectations will be high. Please refer to the description of assignments and readings below for details.

# Texts

The following four texts have been ordered at the college bookstore:

* Madden, Thomas F. *The Concise History of the Crusades*. 3rd student edition. Rowman and Littlefield, 2013.
* Madden, Thomas F., ed. *The Crusades: Essential Readings*. Blackwell.
* Allen, S. J., and Emilie Amt, eds. *The Crusades: A Reader*. 2nd edition. University of Toronto Press. (**Note:** Do get the 2nd edition, as the contents of the 1st edition are not identical.)
* Peters, Edward, ed. *The First Crusade: The Chronicle of Fulcher of Chartres and Other Source Materials*. University of Pennsylvania Press, 1998.

In addition to these books, additional sources and articles will be posted to Moodle. **These are also part of the required reading**; you should bring these with you to class.

# Goals

This course supports the Educational Priorities and Outcomes of Cornell College with an emphasis on knowledge, inquiry, communication, and intercultural literacy. Through taking this course, you should develop the ability to:

* Describe the major events, ideologies, and patterns in the history of the Crusades (Knowledge, Communication)
* Discuss the impact of the Crusades on Christians, Jews, and Muslims (Knowledge, Intercultural Literacy)
* Discuss differing interpretations of the Crusades, including how political and colonial interpretations differ from historical interpretations (Knowledge, Inquiry, Intercultural Literacy)
* Read and analyze primary sources (Knowledge, Inquiry, Communication)
* Locate and use sources and scholarship appropriate to historical research (Inquiry)
* Read, analyze, and evaluate historical scholarship appropriate to the topic (Inquiry)
* Express historical interpretation verbally and in writing (Communication)

# Assignments and Evaluation

Your assignments for this course can be divided into grades for participation and formal written work.

## Participation (35% of final grade)

Oral participation in class: This course will be conducted substantially as a seminar, which means that the focus of our class time is talking with each other about what we are reading and learning. Ideally, this is a collaborative space in which all participants learn from each other. Each of you should be prepared to take part in class and contribute to discussion by sharing your questions, reactions, and ideas. I will grade participation based on my observation of your attendance, engaged listening, and contributions to class discussions. Approximately half your participation grade will be based on your participation during class. (Communication)

Informal writing: Periodically, you will be asked to complete an informal writing assignment, either during class or as an overnight response to be posted to Moodle before class the next day. These assignments serve as preparation for class discussion, and allow quieter students to improve their participation grade. These assignments will be graded as plus, check, or check-minus (or zero if not completed); these grades correspond roughly to an A, B, and C. (Communication, Knowledge)

War Council of Acre: For several class sessions, we will engage in a role-playing game simulating the Acre war council of 1148. During these sessions, it is particularly vital that you be both present and actively participating. Each of you will take on the role of a participant in the war council, and you will need to advocate for your position, as well as negotiate with the other participants. To get the most out of the scenario, it is important that many perspectives be represented, so each role has value. (Communication, Intercultural Literacy)

## Formal written work (65% of final grade)

For all of these assignments, you will receive a more extended description of the assignment as a separate handout.

Source analysis: (15% of final grade) This assignments asks you to compare and analyze primary sources with different perspectives on the First Crusade, using materials from *The First Crusade* or *The Crusades: A Reader*. (Knowledge, Inquiry)

War Council papers: (10% of final grade) Write a short paper on one of the several topics under debate at the council of Acre. This paper should be written from the perspective of the character you are playing, and should incorporate primary sources. (Knowledge, Communication, Intercultural Literacy)

Article evaluation: (15% of final grade) With my approval, choose a scholarly article on a topic related to the Crusades, and write a paper that summarizes and evaluates that article. (Knowledge, Inquiry)

Research proposal: (25% of final grade) The final assignment of this course is a research proposal, which requires you to present a research question and a summary of existing scholarship on the topic you are researching. (Inquiry, Knowledge)

# Course Schedule

The following schedule may be changed if necessary. Any needed changes will be discussed in class and announced on the website.

Reading assignments should be completed *before* the class for which they are assigned. Our class time will be devoted to discussing those readings, and you need to have read them already to be prepared. In the absence of any changes, read all the assigned materials before class meets.

## Part 1: Inventing the Crusades

Monday, November 26: Introduction to the class. What are the Crusades, and how are they remembered?

Read:

* Allen & Amt, doc. #104 (First World War political cartoons), #105 (Sayyid Qutb’s *Social Justice in Islam*), #108 (post 9/11 statements), #109 (Modern uses of images of Saladin)
* From S. J. Allen, *Introduction to the Crusades*, “The Crusades in Modern Memory” (on Moodle)

Tuesday, November 27: What prompted the First Crusade?

Read:

* Madden, ch. 1
* In *The Crusades*, Cowdrey, “Pope Urban II’s Preaching”
* Peters, *The First Crusade*, section 1
* Allen & Amt, docs. #2 (Augustine of Hippo on the Just War), #3 (The Qur’an), #6 (Early Indulgences), #9 (Declaration of the Truce of God), #11 (Gregory VII’s call for assistance to the Greeks)

Wednesday, November 28: Who were the crusaders and why did they go?

Read:

* In *The Crusades*:
  + Jonathan Riley-Smith, “Early Crusaders to the East and the Cost of Crusading,”
  + Marcus Bull, “The Roots of Lay Enthusiasm for the First Crusade,”
  + John France, “Patronage and the Appeal of the First Crusade”
* Peters, *The First Crusade*, section IX (letters of the crusaders)

Thursday, November 29: The First Crusade, from the west to Antioch

Read:

* Madden, ch. 2
* Peters, *The First Crusade*, pp. 109-139, 47-70, 152-193

Friday, November 30: The First Crusade, from Antioch to Jerusalem

Read:

* Peters, *The First Crusade*,70-101, 193-268, 272-277
* Joshua Birk, “The Betrayal of Antioch” (Moodle)

**Source analysis assignment due at 11 pm**

## Part 2: Victory and Reality

Monday, December 3: How did the crusaders establish states?

Read:

* Allen & Amt, #22, 24-29, 36-37, 49-51, 56
* Sylvia Schein, “Women in Medieval Colonial Society” (Moodle)
* Malcolm Barber, “The Origins of the Order of the Temple” (Moodle)
* (optional) In *The Crusades*, N. Eliseéff, “The Reaction of the Syrian Muslims”

**1 pm workshop with Jennifer Rouse in Cole 212: Finding and annotating sources.** Come to this workshop with some research questions in hand.

Tuesday, December 4: The Crusader States and their neighbors

Read:

* In *The Crusades*, Benjamin Kedar, “The Subjected Muslims of the Frankish Levant”
* Allen & Amt, #30-32
* C. MacEvitt, excerpt from *Rough Tolerance* (Moodle)
* Excerpt from P. Cobb, *Race for Paradise*, on acculturation (Moodle)

Wednesday, December 5

Today we’ll follow up from the previous discussions in the week, discuss research strategies and questions, and go over the basics of the War Council of Acre game we’re about to start.

Read:

* Second Crusade Game Book, pp. 1-53

Thursday, December 6

The War Council of Acre, part 1: Debating the Crusade

Each of the three War Council of Acre sessions is part of the War Council of Acre game. Most of our class time will be spent on in-character debate. You will need to prepare to speak on the issues for each session, and you will need to decide for yourself what materials you need to read or review to prepare.

**Article evaluation paper due at 11 pm**

Friday, December 7

The War Council of Acre, part 2: Planning the Crusade

Monday, December 10

The War Council of Acre, part 3: Leading the Crusade

**War Council paper due at 11 pm**

Tuesday, December 11: What were the consequences of the Second Crusade?

Read:

* Madden, ch. 4
* In *The Crusades*, Christopher Tyerman, “Were There Crusades in the Twelfth Century?
* Allen & Amt, #33-35, 38-41
* Martin Hoch, “The Price of Failure” (Moodle)

Wednesday, December 12: How did the kingdom of Jerusalem fall? How did the Third Crusade proceed?

Read:

* Allen & Amt, #41-47, 48, 55
* Jonathan Phillips, “The Third Crusade in Context” (Moodle)
* S. J. Allen, “Case Study: Negotiations for Jerusalem” (Moodle)
* Cobb, *Race for Paradise*, second part of Fallen Tent chapter (Moodle)

## Part 3: The Crusading Century

Thursday, December 13: The Fourth Crusade

Read:

* Madden, ch. 5
* Allen & Amt, #57-59
* Villehardouin, *The Conquest of Constantinople* (Moodle)
* Queller & Day, “Some Arguments in Defense…” (Moodle)

Friday, December 14: How did the definition of crusade change over time?

Read:

* Madden, ch. 6
* In *The Crusades*
  + R. A. Fletcher, “Reconquest and Crusade in Spain, c. 1050-1150”
  + Norman Housley, “Crusades Against Christians”
* Allen & Amt #60-61, 75-78, 67-71

Monday, December 17: How did the later crusades change, succeed, or fail?

Read:

* Madden, ch. 7-9
* Allen & Amt #52, 63-64, 72-74, 84-90, 94-95

Tuesday, December 18: What is the legacy of the Crusades?

Read:

* Madden, ch. 10
* Allen & Amt, #97, 98, 101, 103-104, 106, 108, 109
* Jonathan Riley-Smith, “Islam and the Crusades in History and Imagination, 1898-2001,” *Crusades* 2 (2003) (Moodle)
* Cobb, *Race for Paradise*, epilogue (Moodle)

Wednesday, December 19

**Research proposals due at 5 pm**

# Policies

Disabilities: My goal is for every student to have the opportunity to succeed in this course, and I am happy to make reasonable accommodations for students with disabilities. College policy requires that all accommodated disabilities be documented with the Coordinator of Academic Support, and that the instructor be notified within the first three days of class. Therefore, please contact me as soon as possible if you need accommodations. The official college policy follows:

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Electronics and the learning environment: To ensure that everyone in the class has the opportunity to learn, please avoid conduct that may be disruptive or distracting to others. Phones, music players, and other electronic devices should be turned off or silenced during class. Laptops, netbooks, iPads, and other tablet devices may be used for note-taking or referring to online source materials, but I reserve the right to ask you to turn them off.

Submitting assignments: Most written assignments should be turned in electronically, through Moodle. I will create links on the Moodle site for you to use in submitting your work. Please use Microsoft Word format (either .doc or .docx files are fine), or save your work as a .rtf or .pdf file. I cannot always access files in other formats (Mac users, please take note); it is your responsibility to give the work to me in a form I can read. Please do not send me work via email unless I have specifically given permission for you to do so.

Absences: Attending class, by itself, does not count as part of your grade. Participation does, which means you should be not only present in class frequently, but prepared, engaged, and contributing to discussion in class.

I understand that sometimes you may have to miss class due to illness or other issues. Missing up to two classes will not affect your participation grade.

If you miss class, you should complete all assigned work for that day, obtain notes for the missed class from a classmate, and then see me if you wish to discuss what you missed. If you are missing class due to an athletics or other co-curricular obligation, please inform me as soon as you are aware of the upcoming absence. In other circumstances, I appreciate your informing me of your absence as a courtesy.

Academic honesty: It is vital to an academic enterprise both that you complete your own work, and that you acknowledge how the work of others has informed your thinking. We all build our own ideas on the thinking and research of others; what is important is to give credit to others when it is due. If you are uncertain about whether, how, or when to cite something, please discuss it with me. The following is the college’s official statement on the subject:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

In this course, the consequence of plagiarism is a grade of 0 either on the assignment or for the course, depending on the severity of the plagiarism.

# Explanation of Grade Scale

I use the following standards to assign letter grades to major assignments. Plus and minus grades indicate variation within each category. Each assignment description will also contain an explanation of its specific criteria for evaluation.

* F (Below 60): Work which does not meet the basic requirements of the assignment, including work which is incomprehensible, or which ignores the assignment instructions and course topics. Plagiarized work will receive an F.
* D (60-69): Work which completed the assignment in a perfunctory way, but which shows no evidence of original thought, is very difficult to understand, or contains serious factual errors.
* C (70-79): Work which is acceptable, shows an understanding of the factual content of the course and some effort at original thinking. Writing may be awkward and poorly organized, but I can still understand it. Factual mistakes are common or easily understandable.
* B (80-89): Good work, which contains clear original thinking, a solid understanding of the factual content of the course, and has few errors in writing.
* A (90-100): Exceptional work, which demonstrates a mastery of factual course content, original thinking, sophisticated handling of historical evidence, and lively, skilled writing.