**Hanover College Winter 2017**

**HIS 254J: “The Crusades”**

**Professor:** J. Michael Raley, Ph.D., D.M.A.

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**Class Meeting Time/Location:** MWFs, 1:20-2:30 p.m., CLA 213.

***The Fall of Jerusalem.
Bibliothèque Nationale de France, MS Fr. 22495, fol. 69v.***

**Office Hour:** MWFs 9:15 – 10:30 a.m., Thursdays 2:00 – 3:00 p.m., and at other times by appointment or whenever my office door is open.

**COURSE DESCRIPTION:**

In HIS 254: “The Crusades,” a CCR HS / ACE W2 course, students will examine not only the goals and justifications behind the papacy’s and the crusaders’ attempts to retake and hold Palestine between 1095 and 1291 and the Byzantine, Jewish, and Muslim responses to these efforts, but will also consider later crusades from the 14th through the 16th centuries. In addition to examining primary sources from the period under study, particular attention will be paid to the modern historiography of the crusades. Partially satisfies the CCR requirement of HS and the ACE requirement of W2. Offered in alternate years.

**REQUIRED TEXTS:**

**Primary Source Collections:**

Allen, Sarah Jane, and Emilie Amt, eds. *The Crusades: A Reader*. 2nd ed. Toronto: University of Toronto Press, 2014. ISBN: 978-1442606234.

Class handouts, documents posted on the my.hanover.edu course website or sent via email attachment, Duggan Library Course Reserve materials, and other website documents as assigned.

**Secondary Sources:**

Andrea, Alfred J., and Andrew Holt, ed. *Seven Myths of the Crusades*. Indianapolis: Hackett Publ. Co., 2015. ISBN: 978-1624664038

Housley, Norman. *The Later Crusades: From Lyons to Alcazar, 1274-1580*. New York: Oxford University Press, 1992. ISBN: 978-0198221364.

Madden, Thomas. *The Concise History of the Crusades*. Third Student Edition. Washington, D.C.: Rowman & Littlefield, 2014. ISBN: 978-1442215757.

Riley-Smith, Jonathan. *Templars and Hospitallers as Professed Religious in the Holy Land*. South Bend, Ind.: University of Notre-Dame Press, 2010. ISBN: 978-0268040581.

Class handouts, documents posted on the my.hanover.edu course website or sent via email attachment, Duggan Library Course Reserve materials, articles on JSTOR/Academic Search Premier, and other website documents as assigned.

**HISTORICAL/HS CCR OBJECTIVES OF THE COURSE:**

Upon successful completion of this course, the student should be able to:

(1) Understand that, rather than being “dead,” the ideas, themes, events, and personalities that have shaped the past have also informed the present, and that together, the past and present will in large part shape the future;

(2) Discern more clearly the cultural, intellectual, social, and political roots as well as the various justifications for the crusades;

(3) Develop and, in the research paper, demonstrate a working knowledge of how historians have viewed the crusades in the past, of how these interpretations have been challenged in recent decades by revisionist historians, and also learn how the questions that historians are asking about the crusades have evolved and changed over time;

(4) Gain a better understanding of how Muslims, Jews, Byzantine Christians, and Roman Catholics have interpreted the crusades differently;

(5) Learn how to discern fact from fiction in the many myths that have arisen surrounding the crusades;

(6) Through consideration of the surviving evidence, expand his/her abilities to view history from alternative perspectives and to explain causes for human behavior during the era of the crusades in ways that account for the complexity of social forces and of human motivation;

(7) By studying closely the surviving historical record (in particular, through reading and discussing primary sources), gain a deeper understanding of how to uncover and evaluate evidence in the social sciences and, through class discussions, course exams, and analytical essays, present one’s interpretation of this evidence effectively through speaking and writing;

(8) Acknowledge that the pursuit of history goes far beyond the accumulation of facts, that in fact there exists a close link between historical inquiry and cultural values; the latter include those of the culture(s) under study as well as those of the historian(s) conducting the inquiry.

**WRTING/W2 ACE OBJECTIVES OF THE COURSE:**

Upon completing this course, the student should be able to:

(1) Build upon the lessons learned in his/her W1 course to engage competently in college level writing;

(2) Demonstrate a working knowledge of research methods and writing style within the discipline of history, as well as how to find and evaluate credible historical evidence;

(3) Through extensive research, learn the principal interpretations and arguments of traditional and revisionist historiography related to one’s research topic;

(4) Learn how to formulate questions within the discipline of history, develop a methodology for addressing those questions, and contextualize and interpret primary evidence for advancing one’s conclusions in a formal oral presentation and research paper, formatted in Chicago Style;

 (5) Envision writing as a *process* that requires repeated revising to achieve clarity, consistency, and mechanical correctness.

**EXPECTATIONS OF THE PROFESSOR AND OF THE STUDENT:**

A number of expectations exist for this class. Students have every right to expect that I, as the instructor, will meet and be prepared for each class; that I will be on time; that I will return graded assignments with my comments in a timely fashion (usually within 7-10 days); and that I will be readily available for consultation outside the classroom.

Students, in turn, are expected to attend *every* class meeting, to arrive *on time*, to have read carefully and annotated the assigned readings thoroughly prior to class, to have the assigned texts with them in class, and thus to be prepared *to engage actively and in meaningful ways* in the class discussions based upon the assigned readings. The question to ask oneself after each class is, “Did I *contribute* to the discussion today in ways that *enhanced* that discussion?” The goal, in short, is to create a collective learning environment in which we teach each other through *informed* discussions of the readings, *insightful* questioning, and the *free exchange* of ideas.

Students must complete the book review, research paper, oral presentation, and both exams in a timely fashion in order to receive a passing grade for this course. Class attendance, punctuality, active participation in note-taking and class discussions, and, most of all, *enthusiasm* for the pursuit of historical inquiry are crucial in a course of this nature. Absences from class, therefore, are allowed only for college-excused reasons—e.g., sports competition, illness with written evidence of an extended hospital stay or doctor’s visit, or the death of a close family member. Time away for “vacations,” *routine* doctor’s appointments, time spent with friends and family, etc., are *not* legitimate reasons for missing class. *Students who miss more than three classes without documentation of official and/or extraordinary circumstances for each of the absences may expect to suffer a grade penalty*. *Students who miss more than six classes without documentation for each of the absences may fail the course*.

Finally, each student is expected to hand in all written work *on the assigned due dates*. Penalties will be assessed for each day that an assignment is tardy unless that tardiness is the result of an excused absence and/or has been arranged with the instructor well in advance of the due date.

**A Few Common Courtesies, Please:**

1. Please do not come to class wearing strong perfume or cologne.

2. **Please use the rest room before coming to class.** If you have a physical problem, please discuss this privately with the professor. Otherwise, I will expect you to remain in the classroom for the entire 50-minute class period.

3. **Technology in the classroom:** Ringing cell phones and texting during class time disrupt the class discussions. *Please* be courteous. Make it a habit *always* to turn off your cell phone *prior* to the beginning of class and *before* meeting with me in my office. Students who ***text*** during class time may be asked to leave the classroom.

4. Alas, the temptation to surf the web, email, text, and check Facebook during class time is too great for many students. Remember, **the use of *laptop computers is a privilege, not a right.*** *If you abuse your privilege, you may be asked to leave the class and leave your digital devices at home in the future.*

5. **Please make sure that you have hard or digital copies of all assigned readings with you in class**, and that you have read/prepared them carefully and thoroughly prior to coming to class each day.

6. **Please be sure to check your Hanover College email account daily.** When sending the professor an email message, also please be professional: employ appropriate language and tone along with correct grammar, punctuation, and spelling (remember, professional emails are much different from those to your close friends).

**REQUIREMENTS SPECIFIC TO THIS COURSE:**

The requirements for HIS 254J, in addition to the reading assignments and midterm and final exams and daily class participation, include a critical book review (4-6 pages in length), a research paper (10-12 pages in length), and an oral in-class presentation of one’s research. Detailed study guides for the **exams** will be distributed in class and/or posted online at least one week prior to each exam. Careful *advance* preparation of the assigned readings and regular class attendance, as well as *active* and *meaningful* participation in class discussions, comprise crucial components of the course’s requirements. The **book review** (4-6 pages in length) should examine *critically* (not merely summarize), using active verbs (rather than the verb to be or the passive voice), a recent (post-2000) peer-reviewed monograph (that is, a scholarly historical study published by a university press, not a textbook) related directly to one’s own research topic. For the **research papers**, students may choose any topic related to the crusades covered over the course of the semester; a number of these are found listed on the course schedule of assignments. The grade of the research paper will be based upon: (1) the quality/creativity of the title; (2) novelty/strength of the thesis; (6) quality, amount, and analysis of supporting *primary* evidence; (4) logic/organization of the paper; (5) positioning of the research within the current historiography; (6) consideration of alternative interpretations; and (7) proper documentation of sources in Chicago Style. **Rubrics for the book review, research paper, and oral in-class presentation are posted on Moodle.**

**GRADING POLICY: HIS 254J:**

Midterm and Take-Home Final Exams: each counting as 20% (40% total) of the course grade.

Book Review (4-6 pages in length): 15% of the course grade (rubric on Moodle).

Research Paper (10-12 pages in length): 25% of the course grade (rubric on Moodle).

In-Class Presentation of Research: 10% of the course grade (rubric on Moodle).

Meaningful Daily Class Participation and Informal Written Assignments: 10% of the course grade.

**GRADING SCALE:**

A = 93-100 B- = 80-82 D+ = 67-69

A- = 90-92 C+ = 77-79 D = 63-66

B+ = 87-89 C = 73-76 D- = 60-62

B = 83-86 C- = 70-72 F= 59 or below

**Note:** *The instructor reserves the right to adjust a student’s final grade based upon extenuating circumstances*.

**If you have a disability** that may require an accommodation for taking this course, please contact the Disability Services Coordinator at (812) 866-7215 or email Professor Kay Stokes at stokes@hanover.edu.

**STATEMENT ON ACADEMIC HONESTY**

**Plagiarism** and cheating on exams are very serious academic offenses that *may* result in the student’s receiving an “F” for the course grade and being reported to the Hanover College Dean’s Office. Students who plagiarize attempt to pass off as their own the work of another person, whether it be one sentence or entire paragraphs. Plagiarized passages may include material taken from the internet, books, periodicals, and/or other students’ work. Students who plagiarize defraud those fellow students who have been honest enough to submit their own work. Students who plagiarize also irreparably sever the student–instructor bond of trust. For all of these reasons, whenever you draw upon someone else’s idea(s) or wording, you *must* make absolutely certain that you identify your source(s). If you repeat the exact words of another source, enclose them in quotation marks and identify their source in a footnote (*not* an endnote or a parenthetical citation, please). *Close paraphrases (i.e., near quotations) should be avoided at all costs*; instead, either summarize the author’s argument or idea *entirely in your own words* and identify the source in the footnote, or else quote the author directly, enclosing the quotation in quotation marks, and then provide a footnote identifying the source. For a review of what other actions constitute plagiarism, please consult the following website: [http://hnn.us/articles/514.html](https://squirrel.wfu.edu/webmail/horde/util/go.php?url=http%3A%2F%2Fhnn.us%2Farticles%2F514.html&Horde=ed77f544740172f6903cbd7f050ac066#_blank). **The bottom line is this:** *be honest*, *do your own work*, and when you borrow from someone else’s research, *give that author due credit through a footnote*. Honesty *is*, in fact, *always* the best policy.

**STATEMENT ON SELF-CARE**

Your academic success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Your other professors and I strongly encourage you to take care of yourself throughout the term, before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. Please also know that there are a number of other support services on campus that stand ready to assist you. I strongly encourage you to contact them if you need them. We are all here to be of assistance, but in order for us to be able to help we need for you to communicate with us whenever you are experiencing serious difficulty. Of course, your personal concerns will remain strictly confidential.

**Hanover College Winter 2017**

**HIS 254J: “The Crusades”**

**Topic/Assignment Schedule**

**JUST A FRIENDLY REMINDER: Readings are to be read carefully and annotated using colored markers and marginal notes in pen *in advance* of the class discussions on the dates listed below.**

**Part 1**

***The Problem of Crusader Myths***

**WEEK ONE:**

**Monday, January 9:**

THEME: Introduction to the Course.

READ: Course syllabus.

**Wednesday, January 11:**

THEME: “Towards a Definition: What *was* a ‘crusade’?”

PRIMARY SOURCE(S): Crusades Reader, 34-42 (Urban II).

BACKGROUND AND CONTEXT: Andrea/Holt, xi-xix; Housley, *Contesting the Crusades*, Ch. 1 (Moodle).

 Questions for Further Study:

(1) What’s the problem with referring to the crusades as “crusades?” What other terms were used in the sources? How many crusades were there?

(2) How did Pope Urban II define crusade in his sermon at Clermont in 1095?

(3) What are the four major schools of thought (historiography) towards crusade history?

**Friday, January 13:**

THEME: “The Continuing War against Crusader Myths.”

PRIMARY SOURCE(S): None.

FILM: View *The Crusades*, Part 1, at: <http://www.dailymotion.com/video/x2ikani>.

BACKGROUND AND CONTEXT: Andrea/Holt, xix-xxxvi; Madden, “Crusader Myths,” available at: <http://www.ignatiusinsight.com/features2005/tmadden_crusademyths_feb05.asp>; James M. Powell, “Rereading the Crusades: An Introduction,” *The International History Review* 17 (1995): 663-669 (on JSTOR).

Questions for Further Study:

(1) How have Michaud, Scott, Runciman, and Jones interpreted the crusades?

(2) Briefly identify some modern myths about the crusades;

(3) Were the crusades an early form of genocide? Why or why not?

**WEEK TWO: Schedule a meeting with the professor to discuss your research topic.**

**Monday, January 16:**

THEME: “The First Major Clash between East and West: Did Crusader Aggression Target a Peaceful Islamic World?”

PRIMARY SOURCE(S): None.

FILM: View the *History Channel* film, *Inside Islam*, Pt. 4: <http://www.youtube.com/watch?v=MvSszGfTNQw>.

BACKGROUND AND CONTEXT: Andrea/Holt, Ch. 1 (Crawford); Curry, “The First Holy War,” *U.S. News & World Report*, April 8, 2002/rep. April 7, 2008 (Moodle); cf. Carroll, “*U.S. News* Gets History Wrong,” and Madden, “The Crusades in the Checkout Aisle: Crusade Nonsense from the *U.S. News & World Report*” (Moodle).

Questions for Further Study:

(1) According to Carroll and Madden, what factual inaccuracies did the *U.S. News & World Report* article by Curry propagate?

(2) According to the *History Channel* film, *Inside Islam*, not until the end of the 11th century did Christianity and Islam collide? Is this true?

(3) Were the crusades unprovoked aggression by the West directed upon Islamic culture? What does the historical record show?

**Wednesday, January 18:**

THEME: “The Crusades as Religious Fanaticism?”

PRIMARY SOURCE(S): Crusades Reader, 182-194 (Privileges, Indulgences, Personal Arrangements, Liturgy).

BACKGROUND AND CONTEXT: Andrea/Holt, Ch. 2 (Muldoon).

Questions for Further Study:

(1) Were the first crusaders mad religious fanatics as Mackay claimed? What does the surviving evidence tell us in this regard?

(2) What do the crusaders’ economic concerns and preparations for their extended trip abroad tell us about their motives and rationality?

(3) What has modern scholarship demonstrated in contrast to Mackay’s largely unsubstantiated claims?

**Friday, January 20:**

THEME: “The Crusades and Medieval Anti-Judaism: Cause or Consequence?”

PRIMARY SOURCE(S): Papal Bull, *Sicut Judeis* (trans. in the Grayzel article on Moodle); Canons 67-70 from the Fourth Lateran Council, available on the *Internet Medieval History Sourcebook*: <http://www.fordham.edu/halsall/basis/lateran4.asp>.

BACKGROUND AND CONTEXT: Andrea/Holt, Ch.3 (Franke); Grayzel, “The Papal Bull *Sicut Judeis*” (Moodle).

Questions for Further Study:

(1) Franke begins his essay with three very different views towards the complex relationship between the crusades and anti-Jewish pogroms during the Middle Ages. What are we to make of their conflicting claims?

(2) What did the papal bull *Sicut Judeis* clearly state? What protections did it offer Jews? What potential loopholes were created by its wording?

(3) Why were Jews so targeted by medieval folks? Why were they also highly valued by secular rulers?

(4) What measures did the Fourth Lateran Council of 1215 legislate with regard to Jews?

**WEEK THREE:**

**Monday, January 23:**

THEME: “Crusading as Early Colonialism?”

FILM: View and critique Cecil B. DeMille’s 1935 film, *The Crusades* at: <https://www.youtube.com/watch?v=n7MkwNEWvVE>.

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Andrea/Holt, Ch. 4 (Slack); Edwardes, “Ridley Scott’s New Crusades Film ‘panders to Osama bin Laden,’” *The Telegraph*, January 18, 2004, at <http://www.telegraph.co.uk/news/worldnews/northamerica/usa/1452000/Ridley-Scotts-new-Crusades-film-panders-to-Osama-bin-Laden.html>.

Questions for Further Study:

(1) What historical inaccuracies can you find in Cecil B. DeMille’s 1935 film, *The Crusades*?

(2) Critique Ridley Scott’s film, *Kingdom of Heaven*.

 (3) How have modern crusade historians explained the crusaders’ original motivations? What does the surviving evidence suggest?

**Part 2**

***The First Crusade***

**Wednesday, January 25:**

THEME: “The People’s Crusade and the First Jewish Pogroms.”

PRIMARY SOURCE(S): Crusades Reader, 42-53 (bottom of the page) (Albert of Aachen, Solomon bar Samson, Anna Comnena).

BACKGROUND AND CONTEXT: Madden, 1-19.

Questions for Further Study:

(1) How did the leaders and members of the Peasants’ Crusade view Urban II’s call?

(2) What motivations led the crusaders to attack Jewish communities?

(3) In what ways does the account by Solomon bar Samson differ from that of Albert of Aachen?

(4) What was the Byzantine response to the Peasants’ Crusade?

**Title and Working Bibliography of Research Paper (in Chicago Style) Due in Class, January 25th.**

**Friday, January 27:**

THEME: “The Crusaders Encounter Byzantine Emperor Alexius.”

PRIMARY SOURCE(S): Crusades Reader, 53 (bottom)-57 (Anna Comnena, *Deeds of the Franks*).

BACKGROUND AND CONTEXT: Madden, 19-23.

Questions for Further Study:

(1) Why was there so much mistrust between the crusaders and Byzantines?

(2) Compare the accounts of the anonymous author of the *Deeds of the Franks* with that of Anna Comnena.

(3) What did Byzantine Emperor Alexius I Comnenus require before he would allow the Crusaders to cross the Bosporus?

**WEEK FOUR:**

**Monday, January 30:**

THEME: “The Pivotal Moment: The Battle of Antioch.”

PRIMARY SOURCE(S): Crusades Reader, 58-63 (Stephen of Blois, Anselm of Ribemont); Raymond of Aguilers, “Discovery of the Holy Lance” (Moodle); Muslim accounts of Kerbogha’s Attack (Moodle).

BACKGROUND AND CONTEXT: Curtsinger Thesis (Moodle).

Questions for Further Study:

(1) To what extent, and on what basis, did the success of the First and all succeeding Crusades hinge upon the Battle of Antioch?

(2) Based upon the surviving evidence, what role, if any, do you believe the discovery of the Holy Lance played in the final outcome of the Battle of Antioch?

(3) Compare and contrast the Muslim and Christian explanations for the ultimate crusader victory at Antioch. On what do they agree? On what points do they differ?

**Wednesday, February 1:**

THEME: “The Fall of Jerusalem.”

PRIMARY SOURCE(S): Crusades Reader, 67-79 (Raymond of Aguilers, Pope Paschal, Ali ibn Tahir al-Sulami, Abu l-Muzaffar al-Abiwardi).

BACKGROUND AND CONTEXT: Madden, 29-32.

Questions for Further Study:

(1) What tactics were employed by the crusaders during the siege of Jerusalem? How did the city’s inhabitants endeavor to defend themselves?

(2) What happened to the city’s residents after the city fell? How did Raymond of Aguilers defend the crusaders’ actions?

(3) For what does the Muslim poet Abu l-Muzaffar al-Abiwardi call in his poem?

**Friday, February 3:**

THEME: “Crusader Songs.”

PRIMARY SOURCE(S): *La Chanson d’Antioche* (Moodle).

BACKGROUND AND CONTEXT: Routledge, “Songs” (Moodle).

Questions for Further Study:

(1) What are we to make today of crusader songs?

(2) What are some of the central themes found in these songs?

(3) What analogy was often used to depict the crusades?

**Part 3**

***The Kingdom of Jerusalem and the Military Orders***

**WEEK FIVE:**

**Monday, February 6:**

THEME: “The Kingdom of Jerusalem and the Crusades of 1100-1122.”

PRIMARY SOURCE(S): Crusades Reader, 82-97 (William of Tyre, Fulcher of Chartres, Venetian Treaty, Laws of the Kingdom of Jerusalem).

BACKGROUND AND CONTEXT: Madden, 35-46.

Questions for Further Study:

(1) What were the crusaders immediate concerns after the conquest of Jerusalem?

(2) What, in Fulcher’s opinion, was the greatest problem confronting the Kingdom of Jerusalem?

(3) What do we learn about relations between Venice and the Kingdom of Jerusalem in the treaty?

(4) What do the laws tell us about commercial life in the East? Based upon the duties charged, which goods were deemed most valuable? Which least? How were they transported?

**Book Review (Related to Research Topic) Uploaded to Turnitin.com by 5:00 p.m., Monday, February 6th**

**Wednesday, February 8:**

THEME: “Origins and Myths Surrounding the Templars.”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Madden, 46-48 and 131-132; Andrea/Holt, 106-126 (Stuckey).

Questions for Further Study:

(1) Why have the Templars so captivated modern audiences?

(2) What were some of King Philip’s ulterior motives in his attack upon the Templars? What happened to them, their order, and their wealth as a result?

(3) What myths surrounding the Templars have arisen? What are some of the problems here in separating fact from fiction?

**Friday, February 10:**

THEME: “Templars and Hospitallers in the Holy Land,” Pt. 1.

PRIMARY SOURCE(S): Crusade Reader, 132-135 (Rule of the Templars).

BACKGROUND AND CONTEXT: Riley-Smith, 1-24.

Questions for Further Study:

(1) How is the joint role of Templars as monastics and as knights balanced in their rule? To what extent are they in conflict?

(2) What principles governed these military orders when they marched into battle?

(3) In what ways did the Hospitallers differ from the Templars? Does anything seem odd to you here?

**WEEK SIX:**

**Monday, February 13:**

THEME: “Templars and Hospitallers in the Holy Land,” Pt. 2.

PRIMARY SOURCE(S): Memorandum of Fulk of Villaret (Moodle).

BACKGROUND AND CONTEXT: Riley-Smith, 25-70.

Questions for Further Study:

(1) What do we learn from Fulk’s Memorandum about the Hospitallers’ plan to launch a new crusade to regain the Holy Land in ca. 1305?

(2) Describe some of the critical aspects of Templar and Hospitaller communities.

(3) How were the Templars and Hospitallers structured and governed?

**Wednesday, February 15:**

THEME: “The Templars and Hospitallers, 1274-1565: Disaster and Adaptation.”

PRIMARY SOURCE(S): Crusade Reader, 357-364 (Order for the Arrest of the Templars, Papal Bull).

BACKGROUND AND CONTEXT: Housley, 204-233.

Questions for Further Study:

(1) What accusations did King Philip level against the Templars? What evidence was put forth to substantiate these accusations?

(2) What did the papal bull *Ad providam* (1312) specify?

(3) Summarize some of the key points in the history of the Hospitallers between 1312 and 1580.

**Friday, February 17: MIDTERM EXAM.**

**Part 4**

***The Second and Third Crusades.***

**WEEK SEVEN:**

**Monday, February 20:**

THEME: “The Second Crusade.”

PRIMARY SOURCE(S): Crusade Reader, 135-144 (Odo of Deuil, John Kinnamos, Analyses).

BACKGROUND AND CONTEXT: Madden, 48-59.

Questions for Further Study:

(1) What explanations do we have for the divisions and lack of agreement among the crusaders?

(2) What was Bernard of Clairvaux’s original vision for the Second Crusade? Why did it fall short of his ideal?

(3) What explains the failure of the German portion of this campaign? What role did Byzantine relations play here?

(4) According to the Würzburg author, what was the chief reason for the failure of the Second Crusade? How does his explanation compare with Bernard’s conclusion?

**Wednesday, February 22:**

THEME: “The Decline of the Latin Kingdom of Jerusalem.”

PRIMARY SOURCE(S): Crusade Reader, 144-162 (Baha ad-Din, Imad ad-Din, Roger of Wendover, Letters).

BACKGROUND AND CONTEXT: Madden, 61-77.

Questions for Further Study:

(1) What was Saladin’s view of holy war? What were the aims of his campaign? How does Baha ad-Din regard Saladin? Does this color his reporting in any way?

(2) What tactics were employed by Saladin to ensure victory at Hattin? What does Imad ad-Din’s account of the capture of the cross reveal about the Muslim view of Christian practices?

(3) Based upon the description of the Battle of Hattin in the sources you have read, why was this battle such a disastrous defeat for the Franks?

(4) Why was the conquest of Jerusalem so important to Saladin?

**Friday, February 24:**

THEME: “The Third Crusade.”

PRIMARY SOURCE(S): Crusade Reader, 162-177 (Taxation/Regulations for Third Crusade, Treatment of Prisoners, Accounts of the Third Crusade).

BACKGROUND AND CONTEXT: Madden, 77-91.

Questions for Further Study:

(1) What did the Saladin Tithe require of every person? How was its collection ensured? Who and what were exempt from this tax?

(2) What do the laws concerning conduct en route to the Holy Land tell us about life and discipline within the crusader armies? About social rank?

(3) Discuss some of the failures and successes of the Third Crusade. What role did relations between Richart the Lionhearted and Saladin play in its final outcome?

**Winter Break: Monday, February 27, through Friday, March 3: No class.**

**Part 5**

***The Fourth Crusade.***

**WEEK EIGHT:**

**Monday, March 6:**

THEME: “The Fourth Crusade.”

PRIMARY SOURCE(S): Crusade Reader, 220-228 (Accounts of the Fourth Crusade).

BACKGROUND AND CONTEXT: Madden, 93-101.

Questions for Further Study:

(1) What went wrong in the negotiations with the Venetians?

(2) How did the Venetians turn the crusaders against Zara and Constantinople?

(3) How did Boniface of Montferrat keep the crusader army together even though the Venetians had been excommunicated by the pope? What was the irony and tragedy in all of this?

**Wednesday, March 8:**

THEME: “The Sack of Constantinople.”

PRIMARY SOURCE(S): Crusade Reader, 228-234 (Documents on the Sack of Constantinople).

BACKGROUND AND CONTEXT: Madden, 101-114.

Questions for Further Study:

(1) What was the tale of Alexius III, Alexius Angelus, and Alexius V?

(2) On what grounds did the clergy of the Fourth Crusade declare a war against Constantinople to be right and just? What was the end result?

(3) How did Pope Innocent III ultimately come to terms with the debacle of the Fourth Crusade? To his thinking, what was the worst consequence of the sacking of the city?

**Friday, March 10:**

THEME/WRITING WORKSHOP: How to Construct and Introduce a Thesis / Creating Footnotes in Microsoft Word / Formatting Footnotes – Works Cited Page in Chicago Style.

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT:

 Williams and McErnerney, “Writing in the Humanities,” Pts. I & II (my.hanover.edu); Raley class handout on creating Footnotes/Works Cited entries (my.hanover.edu).

Questions for Further Study:

(1) What is the biggest difference in the organization of a high school essay and a college essay?

(2) How does one go about creating and introducing a thesis?

(3) Name at least three specific ways that footnotes always differ from Works Cited page entries? What do you click on in Microsoft Word to create a footnote? How can you edit the indentation, font size, line spacing, justification, etc., of the footnotes in your paper to conform to Chicago Style?

**Part 6**

***Crusading at Home***

**WEEK NINE:**

**Monday, March 13:**

THEME: “The Albigensian (Cathar) and Hussite Crusades.”

PRIMARY SOURCE(S): Crusades Reader, 234-241 (Bernard of Gui and William of Tudela).

BACKGROUND AND CONTEXT: Madden, 115-129; Housley, 234-266.

Questions for Further Study:

(1) Who were the Cathars and Hussites and what did they believe? Why did they pose such a threat to Catholic authorities?

(2) How did the inquisitorial questioning work, and in what ways did the victim and the inquisitor each try to outwit the other in the process? What were the stakes involved in such processes?

(3) In the *Song of the Cathar Wars*, what do we learn about the negotiations between secular rulers and the papacy?

(4) What did the failure of the Hussite Crusades demonstrate?

(5) What role did the emergence of mercenary companies play in late medieval warfare?

**Title, Introduction (with Footnotes), Outline with Bulleted Subpoints and Evidence, and Updated Working Bibliography of Research Paper (in Chicago Style) Due 5:00 p.m.**

**Tuesday Evening, March 14, 7:00 p.m., SCC 137: O’Brien Fund Guest Lecture by Cleveland State University Professor David W. Adams (attendance required).**

**Wednesday, March 15:**

THEME: “The Children’s Crusade of 1212.”

PRIMARY SOURCE(S): Crusade Reader, 241-244 (Accounts of the Children’s Crusade).

BACKGROUND AND CONTEXT: Madden, 129-131; Andrea/Holt, 91-105 (Sheffler).

Questions for Further Study:

(1) What do we know about the Children’s Crusade of 1212?

(2) How were the child crusaders viewed by the masses?

(3) What does this episode tell us about popular views of the crusades at the time?

**Part 7**

***The Fifth Crusade and the Crusades of Frederick II and St. Louis***

**Friday, March 17:**

THEME: “The Fifth Crusade.”

PRIMARY SOURCE(S): Crusade Reader, 249-254 (Oliver of Paderborn).

BACKGROUND AND CONTEXT: Madden, 135-145.

Questions for Further Study:

(1) According to Oliver of Paderborn, in what ways did the Fifth Crusade differ from earlier crusades with regard to the roles played by church officials?

(2) Why did Damietta fall so rapidly to the crusaders? Why were they ultimately unable to retain the city?

(3) Why did Holy Roman Emperor Frederick II not honor his vow to join the Fifth Crusade?

**WEEK TEN:**

**Monday, March 20:**

THEME: “The Crusade of Holy Roman Emperor Frederick II.”

PRIMARY SOURCE(S): Crusades Reader, 275-285 (Philip of Novara, Frederick II, Responses).

BACKGROUND AND CONTEXT: Madden, 146-153.

Questions for Further Study:

(1) What role did the death of Constance and Frederick’s subsequent marriage to Isabella, daughter of King John of Brienne of Jerusalem play in Frederick’s crusade?

(2) What was so spectacular about Frederick’s crusade? How did contemporary Christians understand his actions?

(3) What about Frederick’s upbringing and personal interests made him preeminently suitable for the task of negotiations with al-Kamil? What were some of the terms of their agreement?

**Wednesday, March 22:**

THEME: “The Crusades of St. Louis.”

PRIMARY SOURCE(S): Crusade Reader, 328-332 (Joinville).

BACKGROUND AND CONTEXT: Madden, 155-172.

Questions for Further Study:

(1) Describe the immediate background that Louis IX to call for a new crusade?

(2) Compare Louis IX’s first crusade (1248-1254) with the Fifth Crusade. What was Louis’s attitude towards the Holy Land? Why does Joinville present Louis in a favorable light in spite of his defeat?

(3) In what ways did Charles of Anjou profit from Louis IX’s second crusade (1270) that otherwise could be deemed another failed attempt?

**Part 8**

***The Later Crusades***

**Friday, March 24:**

THEME: “The Loss of the Holy Land, 1274-1370.”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Housley, 7-48.

Questions for Further Study:

(1) Housley considers himself to be a “Pluralist.” What does this mean? What is his central thesis? Why do Traditionalists differ from him?

(2) What combination of factors and adversities ultimately led to the crusader loss of the Holy Land?

(3) What were some responses in the fourteenth century and beyond from those who still hoped to recover Jerusalem?

**WEEK ELEVEN:**

**Monday, March 27:**

THEME: “Crusading against the Ottoman Turks.”

PRIMARY SOURCE(S): Crusade Reader, 380-385 (Erasmus).

BACKGROUND AND CONTEXT: Housley, 80-151.

Questions for Further Study:

(1) Describe the rise of the Ottoman Turks and the threat that they posed to Christian Europe.

(2) In what light did Erasmus view the Turks? In his view, was war against them just and right? How did he believe that the Christians should go about converting the Muslim Turks?

(3) Was Erasmus’ line of thought backward or forward looking?

(4) What role did new technology play in the Turks’ successes and in the fall of Constantinople?

**Wednesday, March 29:**

THEME: “Re-conquest of the Iberian Peninsula, 1274-1580.”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Housley, 267-321.

Questions for Further Study:

(1) Discuss the economic, social, and religious elements that transformed the peace-keeping mechanisms of Iberia and escalated hostilities that were the product of Castile’s renewed interest in crusading.

(2) In what ways did the Granada War look both backwards and forwards?

(3) Discuss the military orders’ important socio-economic roles in late medieval/early modern Spain.

(4) What two goals of Spanish foreign policy corresponded closely to crusade objectives? Why, then, did Spain’s role in the Counter-Reformation not take the form of a full-blown crusade?

**Friday, March 31:**

THEME: “Catholic Society and the Crusade, 1274-1580.”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Housley, 376-420.

Questions for Further Study:

(1) What continued to drive the crusading ideal in Europe between the 14th and 16th centuries? Apart from a pacifist minority and heterodox religious groups such as the Cathars, Spiritual Franciscans, and Hussites, given the absence of criticism of crusading across Europe during the 14th-16th centuries, how can the enthusiasm/approval of the continuation of crusading be identified and measured?

(2) What two new themes did the Renaissance humanists add to the traditional repertoire of crusading ideas? What impact did the Fall of Constantinople in 1453 to the Ottoman Turks and the disastrous defeat of the Hungarians at the Battle of Mohács in 1526 exert?

(3) In what ways did the fifteenth century establish a gulf between enthusiasm for Holy War and practical crusading? How did this ultimately change the way Catholics viewed the crusade?

**Research Paper Uploaded to Turnitin.com, Friday, March 31st, by 5:00 p.m.**

**WEEK TWELVE:**

**Monday, April 3:**

THEME: “Government and the Crusade, 1274-1580.”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Housley, 421-456.

Questions for Further Study:

(1) In what ways, and to what extent, was the papal curia hampered in the implementation of its own crusade policy in the 14th, 15th, and 16th centuries? How did this relate to the growing power of secular governments? the decline of papal authority?

(2) To what extent did increased specialization and rising costs affect crusade recruitment?

(3) What sources of funding were available for crusading during this period?

(4) To what extent was the issue of sincerity inseparably bound up with that of finance?

(5) What is Housley’s thesis in this final chapter (try to find an explicit statement)?

**Part 9**

***The Legacy of the Crusades***

**Wednesday, April 5:**

THEME: “Islam and the Crusades: A 900-Year-Long Grievance?”

PRIMARY SOURCE(S): None.

BACKGROUND AND CONTEXT: Andrea/Holt, Ch. 7 (Hammad/Peters); Madden, 197-209.

Questions for Further Study:

(1) According to Hammad and Peters, are those correct who maintain that the crusades have colored Muslim-Christian relations for centuries?

(2) To what extent is crusade history only a part of the larger history of the Mediterranean world?

(3) What, then, according to Madden, is the lasting legacy of the crusades in the Middle East? in the West?

**Friday, April 7: Oral Presentations of Student Research Projects.**

**WEEK THIRTEEN:**

**Monday, April 10: Oral Presentations of Student Research Projects.**

**TAKE-HOME FINAL EXAM DISTRIBUTED IN CLASS.**

**Wednesday, April 12: Oral Presentations of Student Research Projects.**

**Friday, April 14: Oral Presentations of Student Research Projects.**

**Sunday, April 16, 6: 00-8:00 p.m.: Medieval Dinner at the Professor’s home in Madison (cooking crew, arrive at 3:00 p.m., clean-up crew, stay until 10:00 p.m.).**

**Take-Home Final Exam: The Take-Home Final Exam must be uploaded to turnitin.com no later than 5:00 p.m. on Wednesday, April 19th.**

**Note:** *The professor reserves the right to adjust, revise, or otherwise alter the HIS 254J Topic/Assignment Schedule at any point throughout the course of the semester, in which case (should this occur) he will provide the students with a hard and/or electronic copy of the revised schedule.*