



History 300
 The Crusades
 Spring Semester: 2011-2012

Stephen Lyons
 Hours: MWF: 11:00-12:00
 TTh: 9:30-11:00

PROSPECTUS

An examination of an age of Christian imperialism. Students investigate the motives and conduct of Europeans in the Age of the Crusades from the Council of Clermont in 1095, where Pope Urban II called for European rulers, nobles, and knights, to wrest the Holy Land from the Muslims, to the fall of Acre, the last Christian stronghold in the Middle East in 1291. Among the topics considered are the explicit and implicit goals of the leadership of the Catholic Church and the European kingdoms, the organization and transportation of armies to fight for the Christian cause, the rise and fall of the Christian kingdoms in the Middle East.

Texts:	Thomas Asbridge:	<i>The Crusades</i>	[TA]
	Joinville & Villehardouin:	<i>Chronicles of the Crusades</i>	
	Stephen Lyons (ed.):	<i>Primary Sources</i>	[SL]
	David Nicolle:	<i>Hattin 1187</i>	
	David Nicolle:	<i>The Second Crusade 1148</i>	

SYLLABUS

Reading assignments should be completed by the dates noted below

Jan. 18:	Introduction	
Jan. 20:	DISCUSSION: A Crusade Legend: The Discovery of the Holy Lance	[SL: A]
Jan. 23:	Urban II: What Was He Thinking?	[TA: Introduction & 1]
Jan. 25:	Adhémar de Le Puy and the Leadership of the First Crusade	
Jan. 27:	DISCUSSION: Peter the Hermit and the Popular Crusade	[SL: B]
Jan. 30:	Ἀλέξιος Α' Κομνηνός και Ἄννα Κομνηνή: Ἀυτοκράτορας και Πριγκίπισσα	[TA: 2-3]
Feb. 1:	Bohémond of Taranto at Antioch: Skullduggery in the Making	
Feb. 3:	DISCUSSION: Siege and Capture of Jerusalem	[SL: C]
Feb. 6:	Baldwin I, the Dynasty, and the Failed State	[TA: 4-5]
Feb. 8:	Raymond du Puy de Provence and the Krak des Chevaliers	
Feb. 10:	DISCUSSION: The Templars	[SL: D]

Feb. 13: Arnulf Malecorne de Chocques and the Latin Patriarchs of Jerusalem	[TA: 6-7]
Feb. 15: Queen Melisende and Her Sisters	
Feb. 17: DISCUSSION: Fall of Edessa and the Beginning of the Second Crusade	[SL: E]
Feb. 20: King Louis and Queen Eleanor: Irreconcilable Differences	[TA: 8-9]
Feb. 22: Kings Louis VII, Conrad III, and Baldwin III: Christian Strategy and Tactics	
Feb. 24: DISCUSSION: The Fiasco at Damascus	[Nicolle: <i>Second Crusade</i> & SL: F]
Feb. 27: Reynald de Châtillon: A Dodgy Adventurer	[TA: 10-11]
Feb. 29: William of Tyre and Heraclius of Jerusalem	
Mar. 2: DISCUSSION: The Kingdom in Disarray	[SL: G]
Mar. 5: Queen Sibylla Gambles and Loses	[TA: 12-13]
Mar. 7: Gérard de Ridefort: Ambition, Wickedness, Madness	
Mar. 9: DISCUSSION: The Horns of Hattin	[Nicolle: <i>Hattin</i> & SL: H]
Mar.12: William V of Montferrat and his Sons: A Crusading Family	[TA: 14-5]
Mar.14: Queen Isabella: The Life of a Pawn	
Mar.16: DISCUSSION: Richard I and the Prisoners of Acre	[SL: I]
Mar.26: Rashid ad-Din Sinan and the Assassins: Murder Incorporated	[TA: 16-17]
Mar.28: Stephen of Cloyes, Nicholas of Cologne and the Children's Crusade	
Mar.30: DISCUSSION: Muslim Views on the Europeans	[SL: J]
Apr. 2: Fulk of Neuilly and Thibaud of Champagne: Piety, Avarice, Adventure	[TA: 18-19]
Apr. 4: Enrico Dandolo: The Shrewd and Cunning Doge of Venice	
Apr. 6: DISCUSSION: Geoffroi de Villehardouin	[Villehardouin]
Apr. 9: Pelagius of Albano: The Pope's Legate: A Man Out of His Element	[TA: 20-21]
Apr. 11: Francis of Assisi and the Sultan	
Apr. 13: DISCUSSION: Jacques de Vitry: A Letter from the Holy Land	[SL: K]
Apr. 16: Der Kaiser Friedrich II von Hohenstaufen: Stupor Mundi	[TA: 21-22]
Apr. 18: Blanche of Castile: A Stay-at-Home Mom	
Apr. 20: DISCUSSION: Jean de Joinville	[Joinville]
Apr. 23: Robert of Artois and Charles of Anjou: How to Undermine a King	[TA: 23]
Apr. 25: Louis IX: Sainthood 101	
Apr. 27: DISCUSSION: The Siege and Fall of Acre	[SL: L]
Apr. 30: Epilogue: Jacques de Molay and the Fall of the Templars	[TA: Conclusion]

COURSE REQUIREMENTS

Class attendance is required: this is College policy (*The Compass*, p. 119). Absenteeism will adversely affect your final grade. Just being present, however, is not enough. There is a participation component to the final grade and this will be based on your involvement in the course. Excused absences will be granted for documented illness, family emergencies, and religious obligations only: this is also College policy (*The Compass*, pp. 119-120). Please note that participation in co- and extra-curricular activities--including, but not limited to, athletics--is not a valid reason for missing class. Completion of the reading assignments and informed participation in discussion are also required. Every Friday is a discussion day: you will be graded on the frequency and quality of your contributions.

There will be a take-home final exam, which will be distributed approximately one week before the last day of classes. Completed exams are due by 9:00 a.m., Monday, 7 May 2012.

In addition, you are required to write two papers for the course. The minimum number of pages for each paper is 10, and there is no maximum. Papers are to be produced as Word documents, with 1" margins on all four sides, and written in formal, academic English. Papers are due at the beginning of class on the dates noted. Extensions of time will not be granted; late papers will be accepted at a penalty rate of one full grade per day for each day or part of a day that they are late. The assignments follow below.

1. Due Monday, 20 February 2012:

For this assignment I want you to engage in the ongoing debate about the nature, the character, the essence of the Crusades: were they "armed pilgrimages" as some maintain, or were they a sequence of episodes in Christian "holy war," or were they early chapters in history of European imperialism, or were they something else entirely? For the purposes of this essay, you are concerned with words rather than deeds. And therefore you need to deal with primary sources, many of the most important of which are contained in the course reader. In addition, it will be necessary for you to do some research in the secondary literature in order to understand the historical context of the "words." A bibliography containing at least one scholarly monograph and at least one scholarly article is required.

2. Monday, 9 April 2012:

For this assignment I want you to focus your attention on "deeds." Choose a series of related events during the era of the Crusades (1095-1291) and show how the actions of those engaged confirm or contradict the conclusions you drew in the first essay on "words." You should choose your subject with care and in consultation with me. In order to insure that you are headed in a viable direction, you will need my approval for your subject. The deadline for obtaining approval is Monday, 2 April 2011. This assignment will require that you develop an understanding of the people engaged, together with an insightful and perceptive appreciation of both their words and their deeds. This essay is to be based in primary sources, but research into the secondary literature is essential. A bibliography containing primary sources, and secondary monographs and articles is therefore also required.

AN ADMONITION:

"Every time we postpone some necessary event--whether we put off doing the dinner dishes till morning or defer an operation or some difficult labor or study--we do so with the implication that present time is more important than future time (for if we wished the future to be as free and comfortable as we wish the present to be, we would perform necessary actions as soon as they prove themselves necessary). There is nothing wrong with this, as long as we know what we are doing, and as long as the present indeed holds some opportunity more important than the task we delay. But very often our decision to delay is less a free choice than a semiconscious

mechanism--a conspiracy between our reasoning awareness and our native dislike of pain. The result of this conspiracy is a disconcerting contradiction of will; for when we delay something, we simultaneously admit its necessity and refuse to do it. Disrespect for the future is a subtly poisonous disrespect for self, and forces us, paradoxically enough, to live in the past."

--Robert Grudin

**DEPARTMENT OF HISTORY
DESIRED OUTCOMES FOR HISTORY 300:**

- Students will engage the past through a particular set of themes related to the history of the Crusades.
- Students will develop skills in assessing and utilizing primary sources and secondary authorities.
- Students will develop research skills and work on generating their own interpretations.
- Students will be introduced to history as a scholarly discipline and profession.
- Students will develop and improve their skills in reading, writing and thinking within the context of the discipline of history.

FINAL GRADES WILL BE FIGURED AS FOLLOWS:

Papers (each):	25%
Final Exam:	25%
Participation:	25%

ALL PROVISIONS OF THE HONOR CODE ARE IN EFFECT IN THIS COURSE. VIOLATIONS OF THE CODE WILL BE REPORTED TO THE HONOR COMMITTEE. IN ADDITION TO ANY PENALTIES IMPOSED BY THE HONOR COMMITTEE OR THE ACADEMIC INTEGRITY BOARD, VIOLATIONS WILL RESULT IN A FAILING GRADE FOR THE COURSE.